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ABSTRACT

In order to improve the quality of instruction at California State University Fullerton, this 3-year project established multi-disciplinary faculty resource teams from liberal arts, social sciences, and professional programs to design and lead one-week discussions in host classes. Teams were composed of seven members with a core group of three representing the fields of international economics, political science, and history. Anthropology, Afro-Ethnic Studies, Religious Studies, and Japanese culture were also represented during the project. Team members focused on interrelationships among disciplines, and international dimensions of topics. On invitation of a "host" instructor, subteams designed and gave interactive presentations during one class-week in courses from various disciplines. Goals were to promote integrative and critical thinking, to internationalize the curriculum, to offer faculty development, and to overcome fragmentation in the educational experience. Students appreciated "the broad picture," scholarly controversy in action, and the perspectives of representatives of other cultures. Some faculty were surprised to find that perspectives of other disciplines proved so relevant or enriching to their own fields. Collaborative interdisciplinary research ensued. Appendixes include a copy of a pilot evaluation instrument for student responses, project details, student evaluation samples and summaries, a pilot test and data, and dissemination materials. (JB)

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**IMPROVE THE QUALITY OF INSTRUCTION THROUGH INTERDISCIPLINARY
INTERNATIONALLY ORIENTED FACULTY RESOURCE TEAMS**

ED 369 309

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**Improve the Quality of Instruction through Interdisciplinary,
Internationally Oriented Faculty Resource Teams**

SUMMARY

We established multidisciplinary faculty resource teams from liberal arts, social sciences, and professional programs to design and lead one-week discussions in host classes. Team members focused on interrelationships among disciplines, and international dimensions of topics. Goals were to promote integrative and critical thinking, internationalization of the curriculum, faculty development, and overcome fragmentation in the educational experience. Students appreciated "the broad picture," scholarly controversy in action, and the perspectives of representatives of other cultures. Various articles summarize the positive results we achieved through collaboration. Interdisciplinary cooperation and internationalizing the curriculum will be in the forefront of educational concerns during the 90s and beyond.

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"Interdisciplinary Faculty Resource Teams for International Perspectives in Management Education." In Proceedings of the VIIIth Annual Symposium, International Education: Needs for the 1990's and Beyond, Monterey Institute of International Studies, February 24-26, 1989, pp 12.

"Interdisciplinary, Internationally Oriented Faculty Resource Teams to Broaden the Scope of Undergraduate and Professional Curricula and Instruction: Experimental Project at California State University, Fullerton." AASCU/ERIC Model Programs Inventory Project, Educational Resources Information Center Clearinghouse on Higher Education (ERIC) ED 306 851, October 1989, pp. iii, 36.

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IMPROVE THE QUALITY OF INSTRUCTION THROUGH INTERDISCIPLINARY
INTERNATIONALLY ORIENTED FACULTY RESOURCE TEAMS

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EXECUTIVE SUMMARY

A. Project Overview

The primary goal of this three-year project was to promote the internationalization of the university's curriculum. Additionally, it was hoped that the process which was developed to accomplish the primary goal would serve to counteract rigid compartmentalization (which results from over-specialization and departmentalization) of the faculty and thus bring greater coherence to the educational experience. The isolation of faculty and its consequences was documented in the Boyer (1987) report to the Carnegie Foundation, College: The Undergraduate Experience in America.

CSU, Fullerton developed multi-disciplinary resource teams to help enrich the instructional program by stressing the interrelationship of disciplines. The problem addressed by this approach is shared by most large decentralized educational institutions. The project combined faculty development, internationalization of the curriculum, integrative educational strategies for curriculum enhancement through interdisciplinary discourse, and components of critical thinking. Attitudinal and institutional change were the major expected outcomes of the program.

The project enhanced and broadened the scope of selected courses at the upper division and graduate level, particularly in professional fields, and facilitated interdisciplinary and crosscultural understanding. The program developed scholarly evaluation of the relationships among disciplines; analyzed complex interactions of political, economic, and cultural factors; enriched curricula by exposing host faculty and students to the international dimensions of the disciplines where traditional approaches to the subject matter were primarily domestic in focus; demonstrated critical thinking in an integrative environment; and established dialogue, mutual understanding, and stimuli for interdisciplinary and international breadth among practitioners and students of a variety of disciplines.

B. Purpose

Students' knowledge and understanding of the world remain sorely inadequate. They often fail to perceive relationships between individual classes. Rather than add new courses to a crowded curriculum, the Fullerton project sent faculty

resource teams into existing courses to integrate and relate complex global issues through multidisciplinary, internationally-oriented presentations.

Documentation on the lack of U.S. students' knowledge of world geography, history, politics, and cultures is increasingly available, cf. a study done by Thomas S. Barrows et al., College Students' Knowledge and Beliefs: A Survey of Global Understanding. The Final Report of the Global Understanding Project, 1981. Other useful information on internationalizing the curriculum appears in the Fall 1988 issue of National Forum, the Phi Kappa Phi Journal, Vol. LXVIII, No. 4.

C. Background and Origins

While the U.S. economy has become global in dimension and the political sphere increasingly reflects international forces, including international market pressures, the analytical content of college and university curricula has not developed commensurately with the broadening interdisciplinary and international parameters of subject matter. Some descriptive international elements have been introduced into disciplines and curricula in response to increasing awareness of nations' growing interdependence. These issues are typically "tacked on" as the last week of a course (for which there may be no time).

Internationally oriented upper division elective courses have been added in many departments, and "internationalizing the curriculum" has become a thrust of many proposals for curricular development. Nevertheless, an awareness of the divisiveness and discontinuity in the undergraduate experience and concerns about the relative quality of the U.S. educational experience led Fullerton to examine the systemic forces that result in fragmentation in students' education and how this contributes to students' inability to think critically in interdisciplinary and international dimensions. The implications for higher education of these separatist elements had not been successfully addressed by current practices in curricular and faculty development activities. Many curricula remain specialized and domestic in focus.

D. Project Description

Fullerton established a seven-member Resource Team chosen from current faculty for their international expertise in liberal arts, social sciences, or professional programs. These faculty brought international dimensions and interdisciplinary perspectives into specific classes as an enrichment and integrative strategy during three successive Spring semesters.

Subteams from this group designed and gave interactive presentations during one class-week in courses from various disciplines upon invitation of a "host" instructor. They

prepared background contextual materials, consulted and interacted with other team members and hosts concerning the links between their respective disciplines. In Principles of Marketing, for example, a three-member team discussed "decision making in S.E. Asia," "the Buddhist worldview," "North-South differences," and "how to learn about cultures."

E. Project Results

This project elicited positive response from diverse segments of the Fullerton university community. The interaction of team members led to development of a course taught in an interdisciplinary mode, "Human Rights and Revolution." Some faculty were surprised to find that perspectives of other disciplines proved so relevant or enriching to their own fields. Collaborative interdisciplinary research has ensued.

Student response to this program was very enthusiastic. They became aware of different cultural, political, and economic perspectives and also idiosyncrasies in their own culture. The chance to consider broad issues provided a welcome and stimulating change of pace in the classroom. Resource team faculty born in other countries added a high degree of authenticity to the cognitive and affective material.

The American Assembly of Collegiate Schools of Business (AACSB) and the Association of American Colleges (AAC) nationwide invitational conference in June 1988 dealing with the "International Dimension in U.S. Higher Education: New Dimensions in Business School/Liberal Arts Cooperation" featured our program. Disciplinary divisions were targeted as a main barrier to internationalization by those groups. Their report summarizes forms of interdisciplinary cooperation.

The project was publicized at two Eastern Michigan University Conferences on Languages and Business and a Monterey Institute of International Management conference. A paper appears in its Proceedings, and it is described in the AASCU/ERIC Model Programs Inventory and in the Academic Leader.

F. Summary and Conclusions

The project was conceived primarily as a catalyst for change. Changes have indeed occurred on several levels at this institution. Dissemination efforts stressed the flexibility of the model: various institutions can modify the concept to suit their specific needs.

Interdisciplinary cooperation and internationalizing the curriculum are two (not necessarily unrelated) concepts which will continue to be in the forefront of educational concerns during the 90s and beyond. The groundswell is major and therefore the impact of any given component in those efforts is difficult to assess in isolation.

A. Project Overview

California State University, Fullerton developed several multi-disciplinary resource teams composed of faculty from a variety of departments in an effort to help enrich the general campus instructional program by stressing the interrelationships among disciplines. The project focused on penetrating the traditional territoriality that currently tends to limit a student's "big picture" understanding of the material being presented. The lack of an interdisciplinary perspective in university course work is a problem that is shared by most large decentralized institutions of higher education.

This project combined elements of faculty development, internationalization of the curriculum, techniques of critical thinking, and integrative strategies for curricular enhancement through interdisciplinary discourse. Both attitudinal and institutional change were goals of the project.

The program promoted faculty development and internationalization of the curriculum through relevant, structured, and specifically focused interactions among international experts representing various disciplines (faculty resource team members) and host instructors. The members of the resource teams collaborated to devise topics and presentations which demonstrated the international and interdisciplinary aspects of the subject matter of host courses.

Such topics, presented by members of the faculty resource team during one week of a given host course, sensitized students to course-related concerns on international and interdisciplinary levels. The topics demonstrated multiple cultural perspectives and the need to be aware of one's own biases.

The program also attempted to counteract the rigid compartmentalization which results from over-specialization and departmentalization. Past experience has shown that the reward structure of a university has not been very supportive of multidisciplinary or interdisciplinary efforts. The rewards of salary adjustments and promotions seem to support specialization and departmentalization. This effort to reduce compartmentalization was aimed at providing greater coherence in the overall educational experience.

B. Purpose

The goals of this three-year experimental resource team project were:

To demonstrate the complexity of cultural, economic, political, and social factors among the world's peoples;

To improve student awareness of the need to know more about and better understand other peoples and their influence on life in the U.S.;

To demonstrate the need for multiple cultural perspectives and the understanding of one's own biases;

To assist faculty to understand how international and integrative elements could be introduced into their courses;

To create cross-disciplinary networks of faculty for ongoing collaboration; and

To counteract compartmentalization resulting from overspecialization and departmentalization in an effort to improve the coherence of the student's educational experience.

The FIPSE grant enabled California State University, Fullerton to take an innovative approach to internationalizing the curriculum. Interdisciplinary Internationally Oriented Faculty Resource Teams, chosen from in-house faculty on the basis of their international expertise in the areas of liberal arts, social sciences, or professional programs were established. These faculty brought international dimensions and interdisciplinary perspectives into specific classes as an enrichment and integrative strategy.

The ultimate goal of this project was to enhance and broaden regular university courses and to facilitate the interdisciplinary understanding and critical thinking of the students. The project activities attempted to overcome the fragmentation, compartmentalization, and resulting isolation observed on this campus and which has been documented as a general problem by Boyer (1987) in his report to the Carnegie Foundation, College: The Undergraduate Experience in America. The program sought to:

- (1) broaden the scope of upper division and graduate courses through scholarly evaluation of the relationships among disciplines and the complex interactions of political, economic, cultural, and educational factors relevant to each discipline;

- (2) enrich curricula by exposing faculty to the international dimensions of the disciplines wherever the traditional approaches to the subject matter are and have traditionally been primarily domestic in focus;

- (3) demonstrate and train students for critical thinking in an integrative environment; and

- (4) establish dialogue, mutual understanding, and stimuli for interdisciplinary and international breadth among the practitioners and the students of a variety of disciplines.

C. Background and Origins

Documentation concerning the lack of knowledge of students in the U.S. in such areas as world geography, history, politics, and cultures is increasingly available. Readers may wish to refer to the study done by Thomas S. Barrows, et. al., (1981) College Students' Knowledge and Beliefs: A Survey of Global Understanding. The Final Report of the Global Understanding Project. Other useful information on internationalizing the curriculum appears in the Fall 1988 issue of National Forum, the Phi Kappa Phi Journal, Vol. LXVIII, No. 4. The admonition that the U.S. is engaging in "unilateral intellectual disarmament" must be heeded. The country faces an educational challenge closely linked to its economic challenge.

The United States' economy has become global in dimension and its political sphere increasingly reflects international forces, including international market pressures. The analytical content of college and university curricula, however, has not developed commensurately. Generally, only simple descriptive international elements have been introduced into the curricula in response to increasing awareness of the nations' growing interdependence. These issues are typically "tacked on" as the last chapter of a text or the last week of a course (for which there often is no time).

Internationally oriented upper division elective courses have been added in many departments, and "internationalizing the curriculum" has become a thrust of many proposals for curricular development. An awareness of the divisiveness and discontinuity in the undergraduate experience and concerns about the relative quality of the U.S. educational experience led the project team to examine the systemic forces that result in the fragmentation in students' experiences in their university years. Particular attention was given to how this fragmentation contributes to a students' inability to think critically in interdisciplinary and international dimensions.

As the nation's higher educational units have grown in size, the faculties of departments themselves have become more isolated from each other by their physical, budgetary, and intellectual compartmentalization. As academic and professionally published research has expanded exponentially, an individual faculty members' ability to be knowledgeable in disciplines other than their own has diminished due to constraints of time and expertise. Even within their own disciplines, a faculty members' ability to gain expertise in specialties other than their own has weakened.

While the state college and university systems of the nation grew, their demand for faculty increased steadily. With few exceptions, the fragmentation in the faculty's own student experiences in undergraduate education, along with the specialization required for competence in postgraduate and postdoctoral work, has resulted in a population of current faculty who rarely have the broad skills required to address interdisciplinary analytical upper division and graduate topics.

The impact of these separatist elements on higher education has not been successfully addressed by current practices in curricular and faculty development activities. Curricula in many departments remains narrowly specialized and primarily domestic in focus. Innovation is needed to expose and challenge students to integrate their learning and to develop critical thinking skills.

Most of the campuses of the California State University (CSU) system as well as in many large, comprehensive universities nationwide, many degree programs are offered/scheduled so that students can complete all required upper division and graduate courses in part-time study, with classes offered in the late afternoons and evenings. CSUF has almost no residential facilities; a majority of the 26,000 students attend their classes and then leave immediately for work (most commonly unrelated to studies) or other obligations without having significant interaction with faculty or other students. In other words there is little in their educational experience which will serve to counteract the effects of narrow career or professional specialization in their degree programs.

Curriculum within majors generally is designed so that courses complement and reinforce one another although individually they often maintain a narrow thrust. In reality, even within the major, the typical student cannot follow the optimal sequencing in a given semester and therefore does not benefit from the mutual reinforcement that optimal sequencing would allow. Furthermore, curricula tend to be narrowly delineated by departments and particularly divided among schools to avoid jurisdictional conflicts. Since this compartmentalization is coupled with the lack of interdisciplinary communication at both the faculty and student levels, the responsibility for integrating knowledge is left with the individual students. This project shifted some of that task to the interdisciplinary resource team.

Our general education program is a smorgasbord of courses which reflects to a greater extent the political realities of the campus than concern for what students should learn to function in an increasingly competitive environment. An additional factor which compounds the problem is that upper division transfer students from community colleges constitute forty percent of the student body. Such students draw few benefits from optimal sequencing or interactions among students and faculty. Furthermore, their general education breadth requirements are generally fulfilled before they enter except for three upper division GE courses (nine units). Many upper division GE electives are offered at only one time of day and only one

semester per year, reflecting the diversity of student "tracks" to the baccalaureate and the growth of specialties within disciplines. Some degree of fragmentation of experience and exposure occurs randomly as students select courses simply to match their commuting and work schedules to the class schedule.

While the current system is inadequate to insure that students integrate knowledge and reasoning from a broad coherent base, the students' need to be able to evaluate information critically and to understand the complex interplay of economic, political, and social forces on a global scale is increasing. The means to meet that need are available, but they require fresh approaches to education, a renewed sense of mission, and reorganization within the university structure.

In the CSU system, the standard faculty workload is twelve units of classes per semester, ranging from introductory through master's level work, plus committee assignments, research, and publication expected and requisite for retention and promotion. Individual instructors lack time to broaden the scope of their courses to include interdisciplinary, international issues.

The consequences of these systemic characteristics are numerous, but we specifically addressed the problems that students are not sufficiently exposed to integrated upper division subject matter but rather are expected to integrate knowledge themselves; and students are not challenged to think in reasoned order from an integrated foundation for understanding cultural diversity, global change, and the complexities of a world political economy.

D. Program Description

CSU, Fullerton conducted a three-year innovative and creative experiment to internationalize its curricula using a seven-member interdisciplinary, internationally oriented faculty resource team. Program funding from FIPSE allowed only spring semester operation each year, with the majority of its support used to fund assigned time for the resource team.

Our program to prepare students for living successfully in a globally interdependent world was implemented in the following way.

Selection of Resource Team Members

A call went out to all faculty asking for a show of interest in serving as 1) a resource team member and/or 2) a host instructor willing to invite a sub-team to join the class for one week of the semester and collaborate with the team to plan the broad international dimensions of the class topic.

The project received more applications for team membership than there were positions (with assigned time) on the resource team. The number of responses was encouraging, and project organizers considered it to be a reliable indication of interest in and need for the project.

Based upon the nature of the "host" requests and the discipline-specific expertise in one or more geographic regions offered by applicants to the resource team, the project director, in consultation with the project advisory board, selected the members of the resource team with the aim of achieving geographic coverage of all regions of the world and an appropriate range of disciplines in the group. Specific interdisciplinary combinations on the team were desirable. Innovative ideas, a demonstrable interest in the learning process, a spirit of cooperation, flexibility and openness, and expertise in international issues were the major criteria for team member selection.

Qualified applicants who could not be assigned to the team were occasionally invited to work with the team on a volunteer basis and make classroom presentations where appropriate.

Among the seven officially designated members of the resource team, it seemed essential to have a core of three members from the fields of international economics, political science, and history. Anthropology, Afro-Ethnic Studies, Religious Studies, Japanese (culture) were other fields represented during the three-year operation of the project. The remainder of the positions were filled by faculty from professional schools: Business Administration, Communications (intercultural communication), or Human Development and Community Services (counseling-culture learning). A balance of gender and ethnicity was also desirable.

Ethnicity and Gender of Resource Team Members

	<u>U.S. Born</u>	<u>Foreign</u>	<u>Male</u>	<u>Female</u>
Year 1	4	3	5	2
Year 2	4	3	5	2
Year 3	3	3	4	2

All resource team members were eligible to reapply for the following year, but turnover of two-thirds to three-fourths of the group was desirable in order to expose more faculty to the concepts and strategies of the project. Carry-over was also desirable to maintain the continuity of the vision of the project. In all, fourteen faculty served on the resource team during the three years of operation.

Length of Service on Resource Team

	Team Members
Three years	2
Two Years	2
One Year	10

Activities of the Resource Team

The first team contributed much time during the Fall semester and also during Intersession break (mid-December to the end of January) to plan the first year activity. Each team member was scheduled for a heavy load of presentations, averaging 21 hours, at all hours of the day and evening. The bulk of the team meeting time (October to January) was devoted to procedural issues and refining proposed schedule assignments and topics. Individual research and preparation of course materials took additional time.

Team members' cooperation, flexibility, and generosity with their time were greater than could reasonably be expected. Implementation of the project, particularly during the first year of operation, required at least double the time and effort it would have taken to teach any course in their own discipline. However, the stimulation and challenge of the innovative assignment seemed to compensate for the time spent.

Interacting with the host instructors, the resource team prepared classroom presentations to broaden the scope of the host classes. Team members designed and implemented strategies to link the topics and disciplines identified for development for specific classes. They attempted to infuse international perspectives on a contrastive and comparative basis in the classroom presentations in an effort to relate their own discipline's perspectives to the subject matter of the class and situate the "host" discipline within its historical, socio-political, economic, and cultural context.

Sub-teams of the group designed and gave interactive presentations during one class-week in courses from various disciplines upon invitation of the "host" instructor. Occasionally the host instructor could not give the group an entire week's class time. Only two or three resource team members actually went into the classroom with the host instructor.

Participation on the resource team and as host instructors was purely voluntary. Although host instructors needed to devote some time to discussions with the resource team, particularly before the presentations, the incentive provided by the opportunity to interact with specialists in other relevant fields plus the benefits the students would derive from the presentation and its novel approach provided sufficient motivation for requesting a team.

Summary of Responsibilities of the Resource Team

Meet together to discuss and determine appropriate combinations of expertise and objectives for presentations;

Identify subject areas where team presentations would enhance the courses;

Collaborate with the host instructors in proposing topics, outlines, and objectives;

Include discussion of both knowledge and concepts, attitudes and ethical implications in all presentations (although specific topics dictated differing emphases);

Contrast viewpoints and introduce interactive and integrative activities wherever possible;

Take into account the needs and challenges in the world and the contributions to global understanding their particular discipline can make;

Insure explicit analysis/comparison of assumptions of each discipline and its processes;

Determine procedures for evaluation of student learning, e.g., pre-presentation assessment, anticipated outcomes, and means to determine effectiveness of the presentations;

Reassess the strategies used on an ongoing basis and readjust approaches as necessary for maximum effectiveness.

The team was essentially task oriented, and examination of the processes involved with the aim of formalizing and unifying procedures did not prove systematically feasible. The team was hard pressed to bridge disciplines to relate those concerns to their own fields, i.e., an African history professor was asked to analyze

consumer behavior in Africa for a Marketing class. Also, the demands on the team's time for team meetings, meetings with host instructors, and preparing and making presentations to classes which met at all hours of the day and evening was considerable.

However, the resource team was encouraged to take a fresh look at the vital questions of what students should learn and understand during their university education to equip them to be effective citizens far into the twenty-first century.

Topics Developed

During the initial stages of the discussion process, it proved difficult to determine how the various host requests could be organized or rationalized to bring maximum possible benefits to the host classes without requiring the resource team members to develop an overwhelming number of very specific and different presentations. Time was required for the team to develop a clear vision of its scope.

The team members wanted to draw upon their individual strengths in determining the content and methodology of the class presentations while ensuring broad relevance and ability to replicate.

The team identified five general topics most appropriate to meet the host requests. These topics were formulated with potential interdisciplinary links in mind. Faced with the challenge of reconciling and responding to very specific requests which would have been difficult to manage, the team, and later the hosts and students, found this "broad topics" approach both valid and appropriate.

The team realized that the relevance of the presentations was of prime importance in 1) demonstrating to faculty the value of devoting significant class time to this endeavor, 2) motivating students to seek (and demand) further clarification of the global picture, and 3) effecting permanent change in the curriculum.

General presentations with slight modifications to relate the topic to the specific discipline of the host class involved a certain amount of compromise as to the immediate relevance of information presented to the classes. However, they allowed the team to make a larger number of presentations and experiment with more possible formats. It appeared desirable to expose as many hosts and students as possible to this innovative teaching concept. Sub-teams gave interactive presentations in a total of 23 classes during the first semester of operation (Spring 1988).

Team members needed time to become acquainted with each other's strengths, weaknesses, and point of view. Initially, no one, including the project director, knew everyone else on the team. Effective working relationships developed gradually and crystallized during the course of the presentations. Simulations of presentations in a group (team) setting were useful to overcome barriers of unfamiliarity and reticence.

Format of Presentations

The teams attempted to achieve a balance between theory, information, affective examples, and consciousness-raising of international concerns. It was useful in all presentations, whatever the topic, to include a short introduction to what culture represents. Particularly in cases of presentations where a considerable amount of information was imparted, the integrative aspects of the presentation were achieved by team members alluding to or anticipating comments of the other participants.

The team achieved ideal sorts of interaction in some of the presentations, but interaction essentially needed time to develop. Having one or two central questions which were debated by team members and the host from each one's specific perspective worked very well. For instance, a history and a religious studies professors debated whether Confucianism and Taoism were religions or philosophies; an African studies professor and a Latin American Studies economist debated opposing views as to whether developing nations' problems were principally caused by external or internal factors.

In attempting to develop greater interaction and integration, the team used panel discussions in some presentations and found them effective in permitting team interaction. The panelists presented their point of view at the outset, and then discussed questions formulated by the team and host instructor. While this may have diminished the amount of information presented, it allowed more time for questions and interaction.

Different challenges arose from whether the host class met in 50, 75, or 150 minute segments. The 75-minute format seemed the easiest to work with, allowing enough time for questions and discussion. The interval before the second visit gave students the chance to reflect on material from the first session. The 150 minute format was also successful for the extensive subject matter of "Developing Nations," "National Policies and International Impact," and "The Socialist World."

In classes with three fifty-minute periods, the team focused on one topic each day. Depending on scheduling variables, one team member was present for all three sessions, or else continuity was achieved by having one team member present the first and second periods and another on the second and third days.

Host Instructors

Several instructors utilized teams each of the three years of the project. Others heard about the project only later. Some did not continue requesting a team because of time constraints, to allow time for student presentations, for instance.

There was a wide mix of reasons for requesting a team. The major thrust was to increase international perspectives although host instructors in post-presentation evaluations consistently rated the need for interdisciplinary understanding as highly as the need for increasing international knowledge.

Host instructors were asked to define the needs of the students and what the class had covered. Efforts were made to get them to participate actively during the presentation week with the students and the resource team. The hosts administered the evaluation instrument designed to assess the impact of the presentation on students' knowledge and attitudes. Finally, they were asked to evaluate the presentation, make appropriate suggestions for improvement, and indicate useful linkages they could apply in their own classes.

Since certain broadly-relevant topics were defined by the first year team, the program and its advantages were easier to publicize in subsequent years. Identifying classes in which such topics would be appropriate could also be more readily accomplished.

Target Audience

Junior, senior, and graduate level courses were targeted for the project. Although an integrated approach can benefit students at all levels, upper division majors and graduate students in particular have acquired a certain amount of expertise in their chosen field of specialization and a greater amount of theoretical background and vested interest to enable them to appreciate the relevance of other disciplines when presented in a focused manner.

The project mainly developed presentations for majors in marketing, management, and economics in courses required of all business majors. Faculty in business administration courses proved to be enthusiastic host instructors. The field of international economics was also widely covered in the content of presentations to various majors.

Upper division general education courses can also benefit from the interdisciplinary, international, and integrative components of resource team presentations, as can selected teacher education courses, particularly in preparing student teachers to manage culturally diverse classes. Future teachers will influence great numbers of students.

E. Program Evaluation

Information concerning effective interdisciplinary teaching techniques, the assessment of potential faculty participation rates in such an experimental program, and an analysis of the impact of the program components through measurable tests of international awareness and attitudes were all part of the project evaluation design. The evaluation plan called for synthesizing curriculum development activity, program planning, and students outcomes assessment activities through the collection and analysis of data from participating students, host faculty and resource team specialists.

Since the project was essentially learner-centered, evaluation activities focused on student "consumer" opinions. Open-ended student evaluations to encourage free expression of reactions to the project were administered to program participants throughout the course of the project. In the second and third years, numerical rating scales were added.

Host instructors were also asked to evaluate the presentations and rate the need for international and interdisciplinary instruction on campus.

One host instructor, Chair of the Business Administration and Economics Faculty Senate who invited the team to his classes, commented favorably on student survey evaluations:

You will see from the student evaluations...that my students virtually unanimously agree with my enthusiasm over the value of the presentations. May I add the recommendation that these brief evaluations always continue to be a part of this type of presentation. They serve the dual purpose of making the students think back and write down what they learned, and of providing regular feedback about the quality of the presentations.

In the second year, a large-scale evaluation attempting to measure value-added learning was conducted. A specially created test incorporating nationally normed assessment instruments was administered in early February and again in late May (at the beginning and the end of the semester) to classes in which FIPSE presentations were scheduled and to matched comparison groups.

The length of the test (12 pages) seems to have proved discouraging to students, particularly at the end of the semester. Some host instructors as well as faculty teaching control group classes resented this intrusion on their students' time. It became obvious that a delicate balance must be maintained between the need for concrete evaluation data and maintaining the hosts' and other faculty's goodwill by not overburdening them with evaluation activities.

F. Project Results

The project had substantial impact on the Fullerton campus and has been disseminated nationally. However, the impetus to internationalize perspectives and curriculum is so major that all results listed below cannot be attributed solely to this project. Countervailing forces of a "traditional academic" vein were also at play during the project. However, support from the Office of Academic Programs and the Dean of Humanities and Social Science has been very strong.

There was wide interest among the faculty to participate both as host instructors and as members of the resource team. Reaction of team members, the host instructors, and students has been overwhelmingly positive. Students in particular have made comments which replicate the original proposal objectives, indicating that the project achieved the student-centered aspect of its purpose (see Appendix for further details).

A maximum of three hours in the life of a student is not a significant time span, but student comments lead us to believe that we made a significant impact on the attitudes of many students in the program. Opening their minds to cultural differences, especially in the case of the caucasian students who have grown up solely in the atmosphere of Orange County, is one major achievement of the program. The latter was achieved frequently by illustrating some of the "dominant society" cultural tenets such as individualism which many students tended to consider as universally pertaining.

Students appreciated the chance to see "the broad picture" in their studies and the stimulation of scholarly controversy in action. Some students wished to have further details on daily life in other parts of the world. Both intellectually and affectively, they reacted positively to the encounter with natives from other nations and found that the credibility of the resource team was heightened by the foreign background of some of its members.

Although it would be less expensive simply to provide faculty with curricular guides or videotapes for presenting international aspects of their topics, the human element would be absent, and a good deal of the impact of this program on students would be sacrificed. Sensitizing students to the existence of attitudes diametrically opposed to their own (North-South issues in particular) was one of the important goals and achievements of the program, along with fostering a desire to learn more about other peoples and countries.

Students' appreciation of historical and political backgrounds contributed to the team's conviction that the multidisciplinary, integrative, and contrasting approach was very valid. Students expressed desires to enroll in other classes to further broaden their education.

Validating the cultures of minority students in the many classes visited over the course of the project was another (rather more unexpected) outcome. Immigrant and visa students remarked frequently how much they appreciated having their perspective articulated and presented as an equally valid approach. They did not feel capable of or comfortable in advancing their positions in the face of majority attitudes.

An unsolicited letter from a host instructor stated that he was very impressed with the team's enthusiastic and well-prepared presentations and that the result exceeded his expectations. His comments attest to the achievement of balance between affective and cognitive elements in the presentations: "Highly informative presentations served the paramount purpose of sensitizing all of us to the importance of cultural differences for effective international interpersonal relations and transactions."

Hosts have initiated joint research projects with resource team faculty to bridge their respective disciplines. An elaborate informal network of hosts and teams members has been created. In a more formalized manner, an international honor society, Phi Beta Delta, has been formed to offer a structure for interdisciplinary, internationally oriented programming on campus. It has sponsored semester-long programs on the Middle East and European Community Developments.

Team members found their participation to be as much a learning as a teaching experience. For example, an economics professor came to realize the important role religions and cultural values play in determining economic patterns and factors. Conversely, a professor of Spanish for International Business was impressed with the usefulness of economic data presented by the team in illustrating cultural differences. One team member discovered that multi-disciplinary teaching was indeed a "much superior method of teaching and learning." He had previously thought that it would not be as "solid" as discipline-based instruction.

Team members, particularly newer faculty, found that exposure to other teaching styles and attitudes was an extremely valuable experience they would not have gained in any other way. This is an efficient and interesting way to acculturate new faculty. The project goal of achieving optimal interaction among resource team, host instructors, and students proved challenging to team members but also had positive effects on their thinking about teaching. As a professor of education had predicted when this proposal was formulated, "...I believe [this proposal] holds the possibility of creating an atmosphere of interest in pedagogy now lacking on most campuses. The key for me is to bring together scholars from various areas in a way that energizes them to create course work that is greater than the sum of its parts."

One team member, Professor of Economics, Director of the Latin American Studies Program and the 1987 CSU, Fullerton Outstanding Professor, stated the case for interdisciplinary courses: "... it seems to me very important to have at least two or three courses taught on campus that are part of a common core and which are interdisciplinary and international in focus. These could be in the GE package or in the business core or in some other unit. But wherever such courses ultimately settle, having an on-going team teaching/learning experience would appear to be essential for the unique learning (and teaching) experience that such courses will be able to offer."

Accordingly, team members formulated an interdisciplinary, semester-long course, "Human Rights and Revolution," based on historical, political, economic, and cultural factors. A major thrust of the course is developing critical and integrative thinking. The Dean of Humanities and Social Science has generously supported two offerings of this course so far.

One student proposed that a semester-long course presenting the phenomenon of culture and various cultures and world views should be developed. The department of Anthropology is currently formulating such a course.

The department of History has decided, after many years of hesitation, to replace its course in "Western Civilization" with a much broader course which covers all major cultural regions rather than simply West European. This six-unit (year long) course is almost the only "core course," part of the General Education program, our university requires. A combination of forces were at work in this development, but the impetus for such internationalization of the curriculum at Fullerton owes much to the FIPSE project.

An extension of the project received Academic Program Improvement funding from the Office of the Chancellor of the CSU system. This project involved organizing faculty seminars to incorporate interdisciplinary and international materials into existing curriculum. The same principle of resource team members from different fields working together was applied.

Project precepts and models for interdisciplinary cooperation have also been applied through the university's Humanities Institute, headed by a member of the faculty resource team, which provides in-service training programs to area teachers. Recent programs have focused on Byzantium and India.

The campus also has in place an Intra-campus Lecturer Program which developed simultaneously with the project activity. A catalog lists faculty and their expertise. Participation in the program is on a voluntary basis.

The program also generated a collection of videotapes of internationally oriented, multidisciplinary presentations. The pace of world events, as well as changing needs in host classes, did not allow reusable curricular materials to be developed to the extent originally anticipated. However, historical and cultural modules are being compiled for general usage.

Quantitative Assessment

The project team was interested in attempting to verify changes in attitudes as a result of exposure to the "resource team" presentations. As part of the project evaluation, students in the host courses were asked to complete a survey prior to the resource team presentation and after the presentation. In addition, a number of students in other classes not receiving the benefit of the resource team were also selected and asked to complete the survey instrument at the same points in time during the semester (control group). A demographic description of both groups of students (experimental and control) for both time periods is presented in the Appendix.

The students were asked to respond to a variety of items ranging from general attitudes to international attitudes to broad international knowledge to very specific global knowledge. These data were analyzed in an effort to identify changes due to the exposure to the resource team presentations. What follows is a summary of the significant findings resulting from the analysis of this data.

Differences between the Experimental and Comparison Groups Prior to Treatment

On the vast majority of the items tested there were no major substantive differences between the experimental and control group students at the beginning of the semester. Contained in the following paragraphs is a summary of those differences that were found to be statistically significant primarily as a result of the large number of students surveyed.

There was, for example, a slight difference between the experimental and control groups, at the beginning of the semester, in the frequency with which students reported viewing news on television. The members of the experimental group reported slightly less television news viewing [$t = -1.75$, $p = .08$] than the members of the control group. On the other hand, the experimental group reported slightly more interest in getting information about international politics than did members of the control group [$t = 1.79$, $p = .073$]. Similarly, the experimental group rated the importance of understanding the world slightly higher than the comparison group [$t = 1.63$, $p = .103$].

In addition, at the beginning of the semester, the experimental group reported slightly more positive attitudes toward people of other cultures than did the control group [$t = 1.69$, $p = .092$]. The experimental group was statistically significantly less chauvinistic than the comparison group prior to the program [$t = 2.95$, $p = .003$]. The experimental group also showed a slightly stronger cognitive orientation toward politics than did the control group [$t = 1.80$, $p = .072$]. It is interesting to note that prior to exposure to the resource teams, the experimental group scored slightly higher on the short form of the CSUF global literacy test than the comparison group [$t = 3.91$, $p < .0005$].

Each of the students were ask to complete the nationally normed Worldmindedness Index. Several statistically significant differences were found among the sub-scales of this Index. There was, for example, a statistically significant difference between the two groups on the Religion sub-scale of the Worldmindedness Index; the experimental group scored higher than the control group [$t = 2.87$, $p = .004$]. There was a slight difference between the two groups on the Patriotism sub-scale of the same index; again, the experimental group scored somewhat higher than the control group [$t = 1.61$, $p = .108$]. There was also a statistically significant difference between the two groups on the Race sub-scale of the Index at the beginning of the semester; the experimental group was more racially tolerant than the control group [$t = 2.13$, $p = .033$]. Finally, as might be expected, there was a statistically significant difference between the two groups on the overall Worldmindedness Index; the experimental group scored higher in worldmindedness [$t = 1.98$, $p = .048$].

Differences between the Experimental and Comparison Groups After Participation in the Internationalization Program

A number of the differences found toward the end of the semester (after the presentations by the resource teams) were similar to those found at the beginning of the semester. The experimental group reported significantly more interest in getting information about international politics [$t = 1.80$, $p = .036$]; the experimental group was statistically significantly less chauvinistic than the comparison group [$t = 3.82$, $p < .00025$]; the experimental group showed a statistically significantly stronger cognitive orientation toward politics than did the control group [$t = 1.70$, $p = .045$]; and the experimental group scored significantly higher on the short form of the CSUF global literacy test than the comparison group [$t = 1.98$, $p < .025$].

All of the beginning of the semester differences on the Worldmindedness Index disappeared with the end of the semester testing. There was, however, a slight difference between the two groups on the War sub-scale of the Index with the experimental group being more cautious concerning war issues [$t = 1.59$, $p = .056$].

Differences in the Experimental Group After Participation in the Program

It was hoped that there would be a pattern of change between the pre-test and post-test that would correlate with the exposure to the resource team presentations. Unfortunately, no distinct pattern of change was evident in the data. While there were a number of changes on the part of the experimental group in the predicted direction, there were as many in the opposite direction. Sometimes the positive changes evidenced on the part of the experimental group were diminished as a result of larger such changes evidenced among the control group.

G. Dissemination of Program Activities

The American Assembly of Collegiate Schools of Business (AACSB) and the Association of American Colleges (AAC) held a nationwide invitational conference in June of 1988, funded by the Peat Marwick Foundation, on the subject of "The International Dimension in U.S. Higher Education: New Dimensions in Business School/Liberal Arts Cooperation." Disciplinary compartmentalization is targeted as a main barrier to internationalization since it impedes the development of a broad, integrated world view. A summary of the conference appeared in the "International Studies Newsletter," and Conference Proceedings summarized the various forms such interdisciplinary cooperation has taken on selected campuses.

A 39-page description of the project was submitted to the AASCU/ERIC Model Programs Inventory Project. AASCU conducted this project with FIPSE funding in collaboration with The Educational Resources Information Center Clearinghouse on Higher Education (ERIC) in January 1989.

The Project Director presented a paper at the VIIIth Annual Symposium, "International Education: Needs for the 1990's and Beyond," at the Monterey Institute of International Studies, February 24-26, 1989: "Interdisciplinary Faculty Resource Teams for International Perspectives in Management Education." This competitive paper published in the Proceedings of the VIIIth Annual Symposium, International Education: Needs for the 1990's and Beyond, Monterey Institute of International Studies.

The University Public Affairs Office prepared a feature article on the project which appeared in the Summer 1989 issue of the CSU, Fullerton Titan News, a staff and alumni publication with distribution of 60,000.

"A Multidisciplinary Approach to Internationalize the Curriculum at California State University, Fullerton, 1987-1990," co-authored by William W. Haddad, Linda R. Andersen, and Troy A. Zimmer of Fullerton was submitted to the CSU Institute for Teaching and Learning for a forthcoming publication on Internationalizing the Curriculum in the CSU.

The July 1990 issue of Academic Leader featured this project.

Attempts to obtain campus-based funding through Instructional Enhancement Funds from the California Lottery to permit a scaled-down version of the resource team operation during Fall semesters, since FIPSE funds covered only Spring semester operation for three years, were not successful.

H. Summary and Conclusions

The project was conceived as a vehicle for encouraging changes in curriculum and students attitudes and for bringing together faculty from various disciplines in cooperative teaching and learning activities. Radical changes in the world situation, especially since Fall 1989, corroborate indeed the premises of this proposal and the need to understand holistically the interplay of historical, economic, social and cultural forces in the world.

Fullerton is situated in Orange County where a conservative, hi-tech, post-industrial society co-exists with significant numbers of Hispanics and Asian immigrants. Yet the various groups have little understanding of each other, and by extension, of the rest of the world.

Twenty-five percent of the university's 26,000 students major in business administration and have limited international knowledge. The challenges of an increasingly diverse U.S. population base and the growth of regional economic powers require greater sophistication and open-mindedness on the part of future leaders for the U.S. to remain economically competitive.

While Fullerton's interdisciplinary, internationally oriented faculty resource team was designed to address the above-mentioned issues, this model has potential for adaptation to suit many purposes on many campuses. Its essential objective was to initiate and encourage interdisciplinary communication concerning common problems. The concept can support endless permutations depending on the specific goals and the amount of funds available. It could be accomplished on an informal "zero-cost" basis of colleagues meeting over coffee and promising reciprocal visits. At the other extreme, outside experts could be hired at great cost as resident or occasional consultants.

The project was especially successful because it built upon existing interests in already-scheduled time frames and intensified and broadened the scope of the classes. The Boyer Carnegie Report (1987) emphasizes students' "desire for a more coherent view of knowledge" (pp. 84-85).

Students as well as participating faculty grew more aware of questions to ask, assumptions to be conscious of, and the need for evaluating issues in their proper perspectives when dealing with complex global phenomena. Life-long learning was emphasized in an innovative and integrative fashion.

Students observed scholarly controversy in action and perceived that scholarship is dynamic and subject to opposing views. They were exposed to the rationale for and the artificiality of disciplinary structure. The project encouraged them actively to participate in open debate and draw conclusions, the bases of which can serve as models for other situations requiring critical analysis.

In addition to content- and methodology-specific outcomes, the project design yielded an additional benefit in establishing a different relationship between students and professors. Students and faculty participated in an experience of integrative learning on both the cognitive and affective level in their observation of instructors engaged in a dynamic learning process. Alexander W. Astin, director of the Higher Education Research Institute at U.C.L.A., argued at the Harvard symposium, "Corporations at Risk: Liberal Learning and Private Enterprise," that the traditional mode of instruction leads students to view learning as a "solitary process" encouraging competition rather than cooperation. He also pointed out that the dual role of professors as both teachers and judges made students see them less as mentors than as "people to be manipulated." (Chronicle of Higher Education, September 10, 1986). Since the resource team did not grade students' performance, the mentor spirit based on cooperative teaching and learning prevailed throughout this project. This spirit of cooperation, self-sustaining by nature, established a climate conducive to further collaboration.

Curricular modifications, interdisciplinary partnerships, and a new openness to interdisciplinary teaching and learning have resulted from this project.



Office of the President
(714) 773-3456

23 January 1989

Dr. Linda Andersen
Department of Foreign Languages
School of Humanities And Social Sciences

Dear Linda,

Welcome back to the challenges of a new year in the Spring semester of 1989.

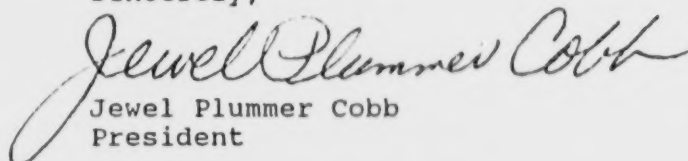
We need your help with an important project here on campus. As you may be aware, we are currently engaged in the second year of a pioneering study of the global awareness and international knowledge of our students. This research is being conducted under the capable leadership of Dr. Linda Andersen of our Foreign Languages and Literatures Department with the support of a grant from the United States Department of Education through the Fund for the Improvement of Postsecondary Education.

Part of the research design requires the evaluation of students' attitudes and knowledge about international affairs at the beginning and end of this semester. Your French for International Business course has been selected as one of the experimental group courses for this project. If it would not severely disrupt your class, would you please administer the carefully constructed, research protocol to your French for International Business class during the first or second class meeting. Your assistance in this matter is essential to the reliability and validity of the study.

The questionnaire only requires 45 minutes for administration, but will yield invaluable data for our efforts to understand our students' readiness for participation in the global community. Complete instructions for administration of this exam will be enclosed with the questionnaires and answer sheets, but if you have any questions please feel free to call Dr. Andersen at x2137 or 3534.

Please return the completed answer sheets to Dr. Thomas Coley in LH-900, but retain the questionnaires and instructions for the posttest in May (during the last week of classes). Thank you for your assistance with this critical task.

Sincerely,


Jewel Plummer Cobb
President

cc: Dean Schweitzer

FIPSE PILOT TEST

1. I am interested in international relations and acquire information about international developments whenever I can.
a) True b) False
2. I enjoy meeting people from other cultures.
a) True b) False
3. I have almost nothing in common with people in underdeveloped countries.
a) True b) False
4. I am most comfortable with people from my own culture.
a) True b) False
5. I feel a strong kinship with the worldwide human family.
a) True b) False
6. I find the customs of foreigners difficult to understand.
a) True b) False
7. I rarely read news articles about international events.
a) True b) False
8. The fact that a flood can kill 25,000 people in India is very depressing to me.
a) True b) False
9. I am not interested in studying other cultures.
a) True b) False
10. When I hear that millions of people are starving in India, I feel very frustrated.
a) True b) False

RATING SCALE

11. Pacifist demonstrations--picketing missile bases, peace walks, etc.--are harmful to the best interests of the American people.
strongly strongly
a) agree b) agree c) indifferent d) disagree e) disagree
12. The best way to insure peace is to keep the United States stronger than any other nation in the world.
strongly strongly
a) agree b) agree c) indifferent d) disagree e) disagree
13. The main threat to basic American institutions during this century has come from the infiltration of foreign ideas and doctrines.
strongly strongly
a) agree b) agree c) indifferent d) disagree e) disagree

14. Patriotism and loyalty are the first and most important requirements of a good citizen.
 strongly
 a) agree b) agree c) indifferent d) disagree e) disagree strongly
15. The only way peace can be maintained is to keep America so powerful and well-armed that no other nation will dare to attack us.
 strongly
 a) agree b) agree c) indifferent d) disagree e) disagree strongly
16. No duties are more important than duties toward one's country.
 strongly
 a) agree b) agree c) indifferent d) disagree e) disagree strongly
17. I'm for my country, right or wrong.
 strongly
 a) agree b) agree c) indifferent d) disagree e) disagree strongly

YES-NO QUESTIONS

When you watch television, do you watch:

18. Detective/police adventures? a) Yes b) No
19. Musical performances? a) Yes b) No
20. Current events? a) Yes b) No
21. Situation comedies? a) Yes b) No
22. Dramatic series? a) Yes b) No
23. Sports events? a) Yes b) No
24. Movies? a) Yes b) No
25. News? a) Yes b) No
26. Game shows? a) Yes b) No
27. Science specials? a) Yes b) No
28. Talk shows? a) Yes b) No
29. Specials about foreign countries and other cultures? a) Yes b) No
30. How often do you watch world and national news on TV?
 a) Daily
 b) 5 times a week
 c) 3-4 times a week
 d) 1-2 times a week
 e) Less than once a week
31. How interested are you in getting information about international politics?
 a) not at all interested b) mostly not interested
 c) somewhat interested d) interested e) very interested
32. How important is it to you that you understand world political and economic affairs?
 a) not at all interested b) mostly not interested
 c) somewhat interested d) interested e) very interested

MULTIPLE CHOICE QUESTIONS

33. The State of Israel:
a) has existed continuously since biblical times
b) came into existence after World War II
c) was destroyed by the Nazis and then re-established
d) came into existence after the fall of the Roman Empire
34. Which of these phrases is descriptive of the U.S.S.R.?
a) culturally and ethnically diverse
b) mercantilist and populist
c) culturally and ethnically caucasian
d) ethnocentric and monolingual
35. The Falkland War
a) is another name for the Iran-Iraq war
b) saw Britain fighting against Argentina
c) involved invasion of a communist island nation by U.S. troops
d) lasted for two years
36. Puerto Rico is
a) the country run by Fidel Castro
b) an island nation in the South Pacific
c) a U.S. commonwealth
d) a port city in Mexico
37. The Soviet Union consists of 15 republics, one of which is:
a) Armenia
b) Czechoslovakia
c) Romania
d) Bulgaria
38. Which of the following countries has the smallest population?
a) U.S.S.R.
b) India
c) China
d) Japan
39. In the last two decades, which of the following cultural and religious groups have been involved in acts of violence against each other?
I. Hindus and Muslims
II. Christians and Muslims
III. Jews and Arabs
IV. Catholics and Protestants
a) I and III only
b) I and IV only
c) II and IV only
d) I, II, III and IV
40. Which of the following nations is most dependent upon imported oil?
a) U.S.A.
b) Brazil
c) Japan
d) China

41. Hong Kong is
a) the capital of Taiwan
b) a British colony
c) the communist name for Shanghai
d) the former capital of Vietnam

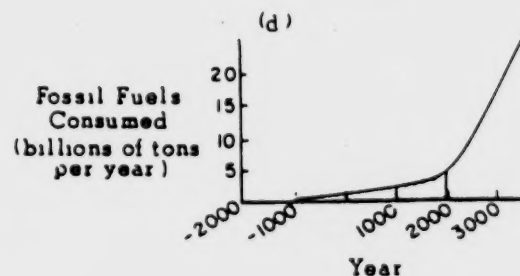
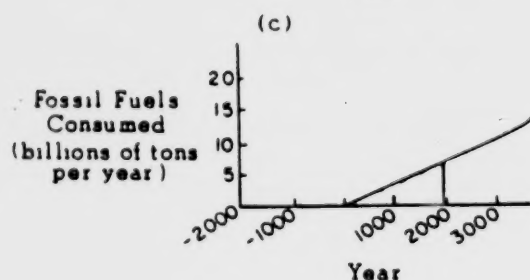
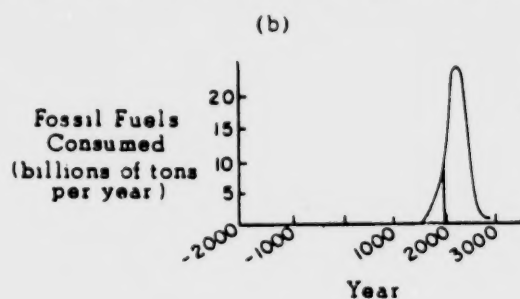
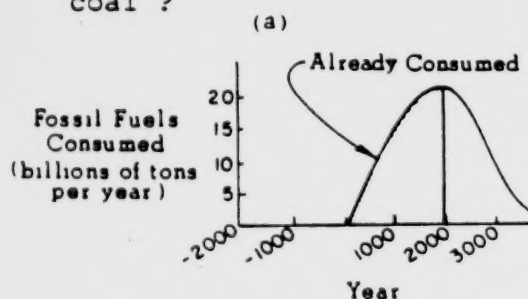
OPINION SCALE

42. Our country should have the right to prohibit certain racial and religious groups from entering it to live.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
43. Immigrants should not be permitted to come into our country if they compete with our workers.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
44. It would be a dangerous procedure if every person in the world had equal rights which were guaranteed by an international charter.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
45. All prices for exported food and manufactured goods should be set by an international trade committee.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
46. Our country is probably no better than many others.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
47. Race prejudice may be a good thing for us because it keeps many undesirable foreigners from coming into this country.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
48. It would be a mistake for us to encourage certain racial groups to become well educated because they might use their knowledge against us.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
49. We should be willing to fight for our country without questioning whether it is right or wrong.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
50. Foreigners are particularly obnoxious because of their religious beliefs.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree

51. Immigration should be controlled by an international organization rather than by each country on its own.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
52. We ought to have a world government to guarantee the welfare of all nations irrespective of the rights of any one.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
53. Our country should not cooperate in any international trade agreements which attempt to better world economic conditions at our expense.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
54. It would be better to be a citizen of the world than of any particular country.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
55. Our responsibility to people of other races ought to be as great as our responsibility to people of our own race.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
56. An international committee on education should have full control over what is taught in all countries about history and politics.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
57. Our country should refuse to cooperate in a total disarmament program even if some other nations agreed to it.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
58. It would be dangerous for our country to make international agreements with nations whose religious beliefs are antagonistic to ours.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
59. Any healthy individual, regardless of race or religion, should be allowed to live wherever he wants to in the world.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
60. Our country should not participate in any international organization which requires that we give up any of our national rights or freedom of action.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree

61. If necessary, we ought to be willing to lower our standard of living to cooperate with other countries in getting an equal standard for every person in the world.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
62. We should strive for loyalty to our country before we can afford to consider world brotherhood.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
63. Some races ought to be considered naturally less intelligent than ours.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
64. Our schools should teach the history of the whole world rather than of our own country.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
65. An international police force ought to be the only group in the world to have armaments.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
66. It would be dangerous for us to guarantee by international agreement that every person in the world should have complete religious freedom.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
67. Our country should permit the immigration of foreign peoples even if it lowers our standard of living.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
68. All national governments ought to be abolished and replaced by one central world government.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
69. It would be wise for us to agree that working conditions in all countries should be subject to international control.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree
70. Patriotism should be a primary aim of education so our children will believe our country is the best in the world.
a) strongly agree b) moderately agree c) slightly agree
d) slightly disagree e) moderately disagree f) strongly disagree

71. It would be a good idea if all the races were to intermarry until there was only one race in the world.
 a) strongly agree b) moderately agree c) slightly agree
 d) slightly disagree e) moderately disagree f) strongly disagree
72. We should teach our children to uphold the welfare of all people everywhere even though it may be against the best interests of our own country.
 a) strongly agree b) moderately agree c) slightly agree
 d) slightly disagree e) moderately disagree f) strongly disagree
73. War should never be justifiable even if it is the only way to protect our national rights and honor.
 a) strongly agree b) moderately agree c) slightly agree
 d) slightly disagree e) moderately disagree f) strongly disagree
74. Which of the following curves best represents the estimates of experts about the pattern of the world's past and possible future consumption of fossil fuels such as petroleum, natural gas, and coal ?



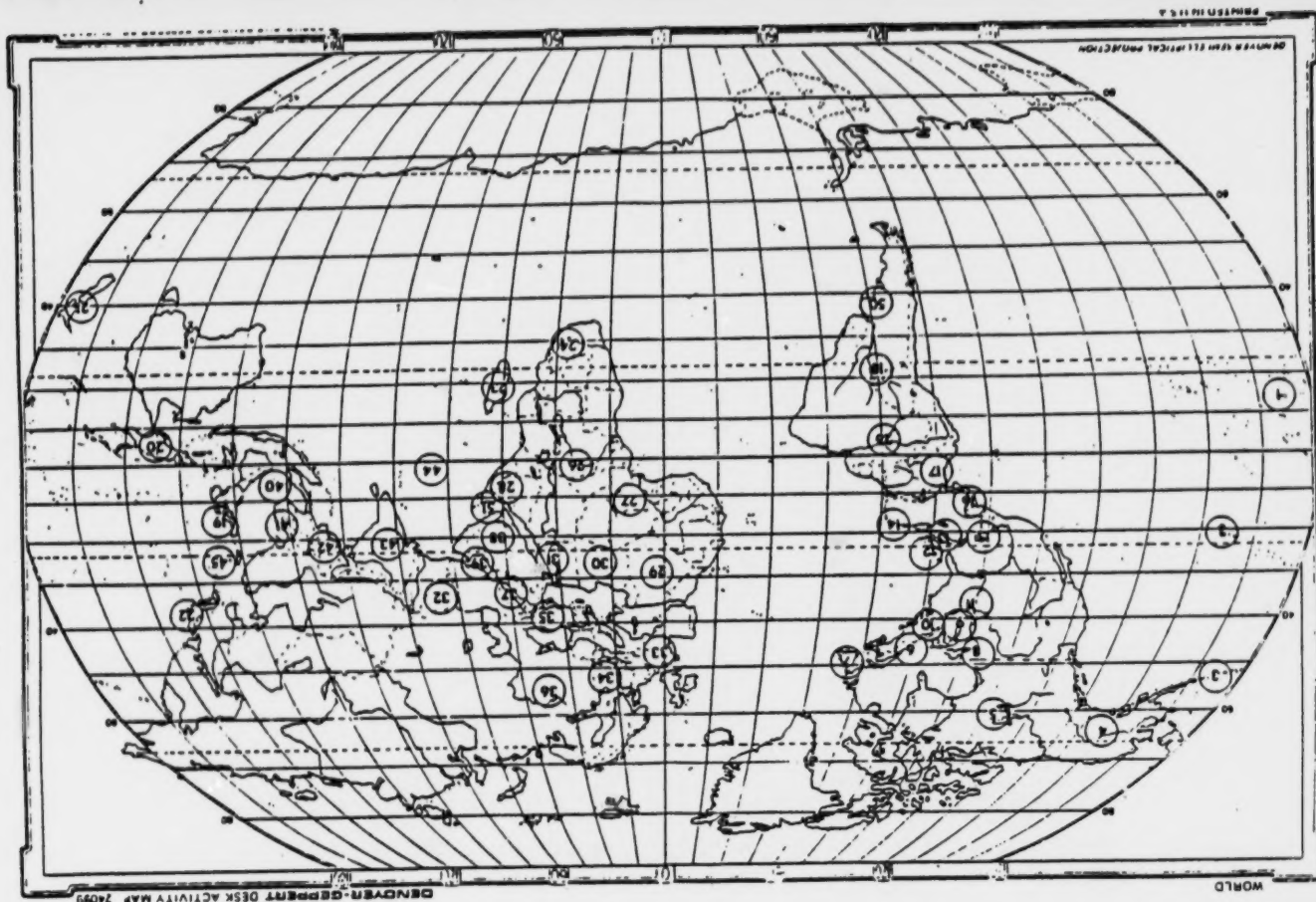
75. In China one-third of the farmland and sixty percent of the rural labor force are devoted to growing rice. The major advantage to China of growing rice is that
- China has surplus farm labor and few alternatives for employment.
 - the weight, the nutrient, and the market value of rice per unit of land are much higher than those of other basic grain crops.
 - rice, as the major grain involved in world trade, is principally grown for foreign markets to earn foreign exchange.
 - the extra labor required for growing rice largely consists of women and children, a fact that makes the cost of growing rice less than that of growing other grains.

76. Which of the following lists is composed entirely of members of OPEC (Organization of Petroleum Exporting Countries) ?
- a) Iran, Iraq, Kuwait, Egypt
 - b) Great Britain, Norway, Mexico, United Arab Emirates
 - c) Syria, Lebanon, Libya, Ethiopia
 - d) Venezuela, Indonesia, Nigeria, Saudi Arabia
77. Which of the following helps to explain the ability of OPEC (Organization of Petroleum Exporting Countries) to raise oil prices since 1973 ?
- a) OPEC countries have become controlled uniformly by groups hostile to capitalism and the West.
 - b) OPEC countries have experienced a significant growth in their military strength.
 - c) There has been a large increase in total world industrial production and transport since the early 1960s.
 - d) The value of the dollar has declined.
78. Which grouping of the religions below presents them in descending size of estimated world membership ?
- a) Christianity, Buddhism, Islam, Hinduism, Judaism
 - b) Islam, Christianity, Hinduism, Buddhism, Judaism
 - c) Hinduism, Islam, Christianity, Judaism, Buddhism
 - d) Christianity, Islam, Hinduism, Buddhism, Judaism
79. Each religion below is correctly matched with countries in each of which it either predominates or has a significant minority following EXCEPT
- a) Christianity...Greece, Lebanon, the Philippines, Ethiopia
 - b) Islam...Saudi Arabia, the Soviet Union, Indonesia, Nigeria
 - c) Buddhism...Japan, Thailand, Vietnam, Sri Lanka (Ceylon)
 - d) Hinduism...India, Pakistan, Afghanistan, Kampuchea (Cambodia)
80. The World Zionist Organization, which sought the creation of a Jewish state, was founded in response to
- a) the anti-Semitism that surrounded the Dreyfus case at the end of the nineteenth century.
 - b) the British government's 1917 declaration in support of the concept of a Jewish national homeland.
 - c) Stalin's anti-Semitic purges in the 1930s.
 - d) Nazi persecution of the Jews.
81. A very high degree of interdependence is a basic fact of contemporary international life. Which of the following is NOT a significant consequence of interdependence ?
- a) Interdependence intermingles domestic with foreign policies.
 - b) Interdependence is associated with an increased willingness to renounce war as an instrument of national policy.
 - c) Interdependence makes it highly probable that significant events in, or actions by, nation A will have serious effects on nations B, C, D, etc., and vice versa.
 - d) Interdependence may make both self-sufficiency and dependency (e.g., reliance on imports of essential raw materials) difficult and costly.

82. Which of the following is shared by Christianity, Judaism, Islam, Buddhism, and Hinduism ?
- a) The concept of a messiah
 - b) A general tendency to proselytize
 - c) A tradition of mysticism
 - d) Insistence on personal identification with a single religion
83. Which of the following statements describes the trend in world population growth as of 1980 ?
- a) It is accelerating and total population is expected to triple by the year 2000.
 - b) It is accelerating and total population is expected to double by the year 2000.
 - c) It has begun to decelerate, but total population is still expected to increase substantially by the year 2000.
 - d) It has started to decelerate, and therefore total population is expected to decline by the year 2000.
84. The largest groups of people living outside their home countries in 1978-1979 were made up of
- a) political refugees leaving or fleeing their countries.
 - b) foreign workers and their families working and residing in West European countries.
 - c) legal and illegal immigrants to the United States.
 - d) military forces of the United States and the Soviet Union stationed in the territories of allied countries.
85. Which of the following is a correct statement about the historical sources of population in North and South America ?
- a) During the mid-eighteenth-century struggle between England and France for dominance in Canada, the French were a minority of the Canadian white population.
 - b) By the beginning of the nineteenth century, all major areas of European settlement on the South American continent were under Spanish domination.
 - c) The first sizable number of people of Mexican descent in the United States were resident in areas conquered or annexed by the United States in the mid-nineteenth century.
 - d) In the massive influx of European immigrants into the United States during the late nineteenth and early twentieth centuries, Northern Europeans predominated over immigrants from Eastern and Southern Europe.
86. In the area of human rights, the major accomplishment of the Helsinki Accords was the
- a) establishment of a court where human rights complaints can be heard.
 - b) acknowledgment of the signatories' right to intercede in the event one of their members violates human rights.
 - c) commitment made by the United States to admit as an immigrant any Eastern European who can show that his or her human rights have been violated.
 - d) recognition accorded human rights as a legitimate subject of discussion in the East-West debate.

87. As a global problem, inadequate nutrition is largely the result of
- a) large populations living in countries whose production of foodstuffs is insufficient to provide the minimum number of calories required by each person each day.
 - b) world population having outgrown the world's ability to produce enough food to meet each person's daily caloric requirements.
 - c) large populations living in countries in which inequalities of income result in a significant portion of the population being unable to buy the foods produced by others.
 - d) trade controls that prevent food surpluses produced by some countries from being exported to other countries that want to buy them.
88. Most countries that have a majority of their populations working in agriculture and earn most of their foreign exchange from agriculture exports are finding economic development difficult because
- a) there is a declining world market for agricultural products.
 - b) they can only develop through mechanization of agriculture, but this will create large-scale unemployment.
 - c) they are especially vulnerable to both crop failures and world price fluctuations.
 - d) the income of the majority of the population depends upon export earnings.
89. In the period between 1945 and 1975, the United Nations adopted nearly 20 human rights treaties, such as the Genocide convention. These treaties must be ratified by a certain number of number of member countries before going into effect. About how many of these treaties did the United States ratify?
- a) Nearly all of them
 - b) More than half of them
 - c) Fewer than half of them
 - d) Almost none of them
90. President Carter was primarily concerned about which of the following when he urged all nations to defer nuclear fuel reprocessing and the development of the breeder reactor ?
- a) The possibility of nuclear weapons proliferation
 - b) The occurrence of a catastrophic accident
 - c) The emergence of a uranium cartel
 - d) The distortion of economic development priorities
91. The establishment of the Western sovereign territorial state and the modern state system is usually dated from the
- a) breakup of the Roman Empire in the fifth century.
 - b) development of feudalism in the early Middle Ages.
 - c) Peace of Westphalia in the mid-seventeenth century, which brought European conflicts fought in the name of religion to an end.
 - d) Peace of Versailles in the early twentieth century, which dealt with the aftermath of the breakup of the Russian, German, Austro-Hungarian, and Ottoman empires.

92. Unlike trade negotiations in 1940s, 1950s, and 1960s, the main purpose of the recently completed multilateral trade negotiations was to
- a) lower tariffs and customs duties.
 - b) establish stable prices for petroleum products.
 - c) reduce nontariff barriers to trade.
 - d) reduce the trade barriers of less developed countries.
93. In the North-South talks, representatives of developing countries have demanded all of the following EXCEPT
- a) the reduction of their level of economic interdependence with the industrialized countries.
 - b) the stabilization of world prices for their basic commodity exports.
 - c) increased control over monetary lending institutions such as the International Monetary Fund.
 - d) lower tariffs in industrialized countries for their exports.
94. Between 1900 and 1979, numerous conferences and agreements intended to establish the conditions of international peace through prevention and control of war as well as through arms limitation fell short of their aims. Which of the following is LEAST important in explaining the lack of substantial progress toward world peace?
- a) Sequences of arms build-up, followed by perceived threat, followed by another arms build-up by two rival nations or blocs of nations.
 - b) Failure to design and implement a system of collective security that nations can trust to preserve their safety and to protect their interests.
 - c) Destabilizing effects of war-related science and technology on arms limitation agreements.
 - d) The increase in the number of governments established by military coup and the number of governments currently dominated by military regimes.
95. One of Buddhism's most basic teachings is that
- a) one can be saved from sin if one learns to suppress anger and fear.
 - b) Human life is a cycle of suffering caused by individual desires.
 - c) everyone who wishes to be saved from sin must become a monk or a nun.
 - d) the Buddha was the final divinely inspired prophet sent to human race.
96. Which of the following organizations promulgated the Universal Declaration of Human Rights ?
- a) The League of Nations in 1919 following the First World War
 - b) The World council of Churches in 1936 following the outbreak of the Spanish Civil War
 - c) The United Nations in 1948 following the Second world War
 - d) Amnesty International in 1972 following a terrorist attack at the Olympic Games



- Using the map below, choose the one number which comes closest to locating each of the following places. For each question, you must use one of the four letter choices.
98. Afghanistan is located at number: a) 28 b) 29 c) 32 d) 43
99. Nicaragua: a) 15 b) 16 c) 17 d) 50
100. French-speaking region of Canada: a) 4 b) 5 c) 6 d) 7

WORLD LOCATION

97. The map above shows the distribution in the world today of which of the following diseases?
- a) Bubonic plague b) Malaria c) Typhoid fever d) Cholera



Table 1
Sex by Group by Time

<u>Sex</u>	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>Experimental</u>	<u>Control</u>	<u>Experimental</u>	<u>Control</u>
Female	119	189	61	83
Male	147	190	59	70
Unknown	<u>14</u>	<u>16</u>	<u>11</u>	<u>8</u>
Total	280	395	131	161

Table 2
Race by Group by Time

<u>Race</u>	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>Experimental</u>	<u>Control</u>	<u>Experimental</u>	<u>Control</u>
Caucasian	197	223	92	90
Black	2	8	3	6
Hispanic	25	29	14	12
Asian	28	84	16	45
Native American	14	22	4	5
Unkown	<u>14</u>	<u>29</u>	<u>2</u>	<u>3</u>
Total	280	395	131	161

Table 3
Age by Group by Time

<u>Age</u>	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>Experimental</u>	<u>Control</u>	<u>Experimental</u>	<u>Control</u>
18 - 20	24	36	7	12
21 - 23	91	141	34	63
24 - 26	62	74	34	42
27 - 29	32	42	20	18
30 - 32	17	22	4	8
33 - 35	9	7	2	3
36 - 38	10	7	4	2
39 or older	7	24	3	1
Unknown	28	42	23	12
Total	280	395	131	161

Table 4
Class Level by Group by Time

<u>Class Level</u>	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>Experimental</u>	<u>Control</u>	<u>Experimental</u>	<u>Control</u>
Freshman	5	5	0	0
Sophomore	10	26	2	4
Junior	47	83	17	26
Senior	139	196	65	116
Graduate	79	85	47	15
Total	280	395	131	161

ACADEMIC LEADER ♦♦

July 1990

The Newsletter for Academic Deans and Department Chairs

Volume 6, Number 7

Decentralized Budgeting: Harmful to Collegiality?

That's what some Indiana U.-Bloomington faculty are wondering, as their school plans to implement "Responsibility Centered Management" (RCM) this fall. RCM will push accountability for both revenues and expenses to college and departmental levels, giving them more control over line items in their budgets. However, it will also require added responsibility for managing enrollments and course offerings. And it may increase pressure to seek outside support.

Although a number of private institutions — such as the U. of Southern California and Johns Hopkins — have used decentralized budgeting for years, it's new to Indiana, so some faculty naturally are concerned. "The key thing is that it will increase competition and selfishness between units," said James Patterson, marketing professor.

Many are afraid a kind of bottom-line, entrepreneurial mind-set will damage collegiality. "The whole idea of creating a competitive atmosphere is against what most of us [professors] like," said Sharon Pugh, associate professor of education. "It's possible that competition reduces overall production," she said. "It leaves individuals feeling like they are pitted against one another."

Still, competition between departments isn't a new phenomenon, said John Barlow, dean of the School of Liberal Arts at Indiana U.-Purdue U. at Indianapolis, which began RCM last fall. "Some departments have more credit hours, and so claim they should have a bigger piece of the pie. But this isn't a new argument," he said. The dean must decide who really needs more of the pie. "Some fields," said Barlow, "simply cost more than others."

It's up to the chair to sell department priorities, he said. "The chair must be able to negotiate for the department."

Another concern Bloomington faculty have relates to teaching: They're afraid it may suffer in a push for more grant-sponsored research. "Quality teaching doesn't have any commercial value," said Pugh. If students primarily represent dollars, deans might be

spurred to recruit more students in order to generate more tuition, she said. The result might be larger classes.

Pugh's fears could be justified, according to Barlow. Large classes could become a problem, he said. But, "if it's done right, it doesn't have to happen."

"A lot depends on each dean being clear about what he or she is trying to do," said Barlow. The department is "not a profit center." A dean must understand the importance of each discipline, he added. "You plan for a certain income and set that as a target. You don't have to set a target that requires large classes," he said. "You need to maintain small classes in some areas, such as foreign languages, writing and speech."

Still, Barlow thinks "it will take at least three years" to fully understand and implement RCM. But, eventually, he believes, the system will work. After all, "we're talking about the same amount of money. What this really is is a different way of accounting."

RCM "gives deans more leverage in how to allocate" funds, said Barlow. And, "it places more responsibility on everyone down the line. In the old way, you went hat in hand to ask for funds. Now, you're more careful about how you plan your courses and your enrollments."

For more, contact: John Barlow, Dean of the School of Liberal Arts, 425 University Blvd., Indiana U.-Purdue U., Indianapolis, IN 46202; Ph: 317/274-8448.

Mentoring Gives New Faculty Warm Welcome

It's a week before fall classes begin. Do your new faculty know where they will teach? What texts they will use? Cardinal Stritch College (WI) has found that mentoring is a great way to answer basic questions, as well as offer coaching assistance for quality instruction.

Cardinal Stritch has developed a comprehensive approach to mentoring, offering a three-step program for new faculty. First, there's a college orientation — including small-group tours of the campus and information on administrative procedures, followed by a welcome dinner. Then, each new faculty member teams up with an experienced colleague for two semesters. In the first semester, the mentor orientates the neophyte to the college's facilities, programs and

Faculty Teams Cross Boundaries

Although Interdisciplinary Studies have existed for some time, their curricula sometimes are excessively parochial, limited solely to Western traditions. A new three-year program at California State U.-Fullerton has tried to counter that provincialism, with some interesting results for undergraduate and professional students.

According to its director, Linda Andersen, CSUF's program had two goals: to internationalize a portion of the curriculum and to fight rigid compartmentalization departmental structures foster in curricula (see related book review in this issue). "This was a way," she says, "to bring an integrative project to a commuter campus."

CSUF's program came on the heels of a campus survey in fall 1988 that showed faculty wanted more interdisciplinary and international perspectives.

Andersen and an advisory board recruited a seven-member faculty resource team. The teams — four professors came from humanities and social sciences, three from professional areas — were constructed to ensure a mix of disciplinary and regional expertise.

Andersen says the project organizers hoped for faculty turnover of two-thirds to three-fourths each year, to expose more faculty to project concepts and strategies. However, she adds, faculty are eligible to reapply each year.

The faculty team divided into three-member subteams that would guest lecture in "host courses" for one week each semester. In a "Principles of Marketing" course, for example, the subteam might discuss "decision-making in Southeast Asia" (Management), "Buddhist world views" (Religion), and "North-South differences" (Geography).

Subteam members tried to "infuse international perspectives ... to relate their own discipline's perspectives to the subject matter of the [host] class." In any given class session, two of the three subteam members would lecture. Andersen found that 75-minute



class sessions worked best for this type of session.

In its first year of operation, project subteams visited 23 classes. Reactions, from both students and faculty, have been highly favorable.

FIPSE provided \$40,000 annual support, which covered one semester of release time for 7 faculty (.2 FTE) and other ancillary costs.

To learn more: contact Linda Andersen, Dept. of Foreign Language and Literature, Humanities H-8301, Cal. State U.-Fullerton, Fullerton, CA 92634; Ph: 714/773-3534 or 773-2137.



The Cure for Pilamania

Are you a "pilamaniac"? You probably recognize the symptoms: piles of paper on your desk, memory blanks about the papers — and no place to work. If so, author Jeffrey Mayer has some tips on a cure:

- Clean off your desk. Give yourself two hours, unplug the phone, and close the door. Bring one empty trash can (or perhaps two!).
- Go through each paper pile one document at a time. Make two stacks: garbage and "keepers." If you can't come up with a *good* reason to hold documents, toss them.
- Make a master list of all your "keepers" for an inventory of all important unfinished work and projects.
- Develop an efficient filing system. Put files you use often in a desk drawer, the rest in filing cabinets or credenzas.

- Organize your other desk drawers. Get rid of the junk you've accumulated for the last decade!

Mayer's book, *If You Haven't Got the Time to Do It Right, When Will You Find the Time to Do It Over?*, is published by Simon & Schuster.



Protesters Have Point

A newly leaked memo lends credence to student protesters' claims at the U. of California-Berkeley. At issue: UCB's recent denial of tenure to architecture professor Marci Li Wang.

Following two months of gradually intensifying protest from students and faculty who want more diversity, the May 2 memo from Babette Barton, chair of the Privilege and Tenure Committee, found numerous violations in Wang's tenure review.

Wang was first denied tenure in 1985, after which the same committee ordered a second review of her case. Barton's memo suggests that procedural abnormalities in the review process have continued to undermine Wang's chances for a fair review.

"The denial of tenure in 1988 was flawed by violations of the previous Privilege and Tenure agreement. We find that the agreement for a 'normal' re-review was not carried out," the memo states. It alleges Wang's case was "carelessly prepared at the departmental level."

Students who'd held a brief strike last month on Wang's behalf reacted with anger. Said Wilson Chen, co-chair of the Alliance for Asian Pacific Americans, the memo "reveals the extent to which the university will shield discrimination within departments."

Wang has discrimination charges pending against UCB with the federal Equal Employment Opportunities Commission.



New Summer Reading

Ah, summer! And perhaps a few moments for some reading.

INTERDISCIPLINARY FACULTY RESOURCE TEAMS
FOR INTERNATIONAL PERSPECTIVES
IN MANAGEMENT EDUCATION

The vital need for enhancing U.S. students' global knowledge and understanding is widely recognized. We have been accused of engaging in "unilateral intellectual disarmament." A global literacy test given in 1988 at California State University, Fullerton indicates virtually no improvement from previous studies¹.

An innovative, experimental approach to this problem is underway at CSU, Fullerton through a grant awarded by the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE). Interdisciplinary and comparative strategies are being developed to overcome the discontinuity in current educational practice. The project proposes to give students a more integrated and coherent understanding of factors involved in transnational dealings and enhance their ability to function effectively in a global economy. This approach stems from empirical observation which is confirmed in the 1987 Boyer report to the Carnegie Foundation, College: The Undergraduate Experience in America,² that students are not equipped to integrate the various segments of their education.

The analytic content of international curricula has not developed commensurately with the broadening parameters of subject matter although some descriptive international elements have been introduced in response to growing global interdependence, often

presented as the last chapter of a text or the last week of a course and quite possibly skipped.

With increased percentages of students attending college, "disciplines" have proliferated. Varieties of paths to bachelor's and master's degrees number currently 6,000 (Boyer, 1987), to match the diverse interests, abilities, and career directions of students. Such systemic forces have led to fragmentation in education and contribute to students' inability to think critically in interdisciplinary and international dimensions.

Faculty also find themselves isolated by physical and intellectual compartmentalization. With exponential expansion of research, time and ability to be knowledgeable in other, even related fields has diminished. Current faculty seldom have broad skills to address advanced interdisciplinary analytic topics. The effects of separatist elements on higher education have not been successfully addressed by current practices in either course or faculty development activities. Curricula remain narrowly specialized and primarily domestic in focus. Responsibility for integrating knowledge falls on the students just as the need to understand the complex interplay of economic, political, and social forces on a global scale is more acute.

The American Assembly of Collegiate Schools of Business (AACSB) and the Association of American Colleges (AAC) also have recognized "Disciplinary compartmentalization ... as a main barrier to internationalization, since it impedes the development of a broad, integrated world view." The two groups organized a

national conference in June 1988 to discuss "The International Dimension in U.S. Higher Education: New Directions in Business School/Liberal Arts Cooperation" with support from Peat Marwick. Proceedings will be available in May or June 1989.

Innovative approaches to teaching, a renewed sense of mission, and reorganization within the academic structure are needed to challenge students to think in reasoned order from an integrated foundation to understand cultural diversity, global change, and the complexities of a world political economy. As Burkart Holzner remarked, "To compete effectively in a global economy requires performance at world standards of quality."³

But what standards of quality? The total quality approach requires understanding the world in global or holistic terms in integrative ways, rather than training with a narrow technocratic focus.

American students are not inherently incapable of cultural and pluralistic understanding. The question is why Americans rank so low in global knowledge when on the other hand "U.S. universities have perhaps the world's most significant resources in international scholarship and research,"⁴ and foreign students flock to this country in unprecedented numbers.

The answer intimately involves attitudes, and particularly ethnocentrism. Why learn about other views if our way of doing things is "best?" Why adopt the metric system for instance? Lack of exposure to global complexities or complacency and the refusal to recognize the implications of other psycho-cultural mindsets⁵ can be great barriers to acquiring international

competence. Few students are introduced to other cultures' points of view. Having little notion of the aspirations and history of other peoples, rare are the students who realize that their own cultural values are acquired and relative. Some who may wish to learn about other peoples don't necessarily know how to proceed. Research in the field involves bridging several disciplines and giving a new focus to their respective contributions. Faculty and students from other countries can serve as cultural mediators, adding a dimension of credibility in validating alternative viewpoints. Such individuals can function as role models to make "international competence... a value in itself, an essential aspect of the cultured life."⁶

Generally, faculty need to establish partnerships across the disciplines to reassess the vital questions of 1) what college students should learn to equip them to be effective citizens and leaders well into the twenty-first century and 2) how students can acquire such knowledge and attitudes. Collaboration on innovative means to deliver knowledge reorganized to promote interdisciplinary and international breadth and connectedness can be effective steps in that direction. As John Sculley, President and CEO of Apple Computer, Inc., recently commented in discussing what business needs from higher education, "...the universities are going to have to adapt by first learning how to tear down the wall between the arts and sciences." He added that "There needs to be a greater emphasis in the curriculum on getting people to team up and develop concepts. Team learning, team building, and

team discovery help strengthen the conceptual skills of comparing and contrasting."⁷

Much of this conference has been devoted to discussions of various educational consortia. And yet one of the most obvious areas of potential collaboration is right at hand but often ignored: academic colleagues in other--but nonetheless related--disciplines. Granted, this does not always prove to be an easy task. Persistence is necessary to bring dialogue among practitioners of different disciplines into relevant focus. However, success in that endeavor can contribute to a greater sense of a shared mission in our educational endeavors. In the view of Glen Fisher, former career Foreign Service Officer:

When one considers the path by which international professionals acquire whatever level of diagnostic competence they have [to work across contrasting mind-sets], it seems clear that effectiveness does not necessarily just come naturally from cumulative exposure and experience. ...the demand increases for a more systematic intellectual orientation for sorting out and dealing with all the unfamiliar patterns of perceiving, thinking and reacting that will be encountered. ... [Such professionals] may find that they have little to draw upon from their previous studies of engineering, management, government and politics, military affairs, finance, or whatever.

Even what might have been studied in routine undergraduate social science courses will often fail to come into focus as a resource for coping with foreign institutions and foreign peoples.⁸

The key according to Fisher is not so much in pursuing new knowledge as in questioning how to use or apply the knowledge we have.⁹

Just such an experimental project is in its second year of operation at CSU, Fullerton with FIPSE funding. Rather than attempting to enhance students' global understanding through the introduction of new courses to an already crowded curriculum, or relying on General Education, itself fragmented and often haphazard, to do the job, the Fullerton FIPSE program is designed to bring "customized" international dimensions to professional courses through interdisciplinary faculty teams. Junior, senior, and graduate level courses are targeted for this project since advanced students have acquired a certain amount of expertise and theoretical background in their major to relate to other fields. However, an integrated approach can benefit students at all levels.

Although numerous permutations of this program are possible depending on financial commitment and the nature and needs of the institution, the Fullerton program functions in the following way: An interdisciplinary resource team of faculty is constituted for their international expertise in one of the following areas:

- 1) history, 2) political science, 3) international economics,
- 4) anthropology, religious studies, or philosophy; or
- 5) professional programs.

Selection is designed to achieve a balance of gender, ethnicity, and regional expertise among team members. These resource faculty receive assigned time to work on the interdisciplinary project and interact with interested faculty to a great extent as a group of consultants would. Team members collaborate with instructors who wish to invite the team into their class(es) to provide a relevant

international focus and interdisciplinary perspectives.

After determining points of convergence between their respective disciplines and that of each host instructor through discussions and study of syllabi and relevant text chapters, the resource team members develop materials to present in the host classes during one week of the semester.

The team's goal is to infuse global perspectives on a contrastive and comparative basis. Economic, political, and sociological effects of differing cultural values, intra/inter group dynamics, historical framework, and government's role in various political systems are the major focus of the program. For example, the team may integrate the following topics for a management or a marketing class: 1) how to learn about other cultures, 2) North-South differences, 3) the Buddhist worldview, and 4) decision making in Southeast Asia.

A wide range of topics can be developed to meet the needs of diverse classes. The Fullerton team implemented the following issues for Business Administration and Economics classes last year:

1. The Socialist World

Perspectives of non-capitalist nations: economy, politics, social impact, values, and historical differences.

Principles of Economics

Comparative Economic Systems

2. National Policies and their International Impact

Nations with different political, economic, and value systems; relative rise and decline of nations in historical

perspective; comparative factors of productivity;
transnational corporations; ethics and values;
international current events.

Managing Business Operations & Organizations

Operations Policy & Strategy

Seminar on Organizational Behavior & Administration

3. Developing Nations

Third World economic, political, social, and educational
problems. Historical perspectives; impact of colonialism;
values and culture clash relative to developed nations.
International development agencies.

Intermediate Microeconomic Analysis

The Price System & Resource Allocation

4. Culture Learning

Awareness of differing cultural (acquired) values and
institutions; their role in cross-cultural interpretation
and interaction; availability of and reactions to information
in diverse cultures; influence of culture on consumer
behavior, etc.

Principles of Marketing

Marketing Research

Marketing Management

Preparing general outlines which can be adapted to suit the
specific host class proved to be the most time-efficient for
resource team members initially. However, greater specific
relevance and fine-tuning of presentations can be accomplished

as the project develops. The relevance of the topics to the host classes is of utmost importance to 1) demonstrate the value of devoting significant class time to this endeavor, 2) motivate students to seek (and demand) greater clarification of global issues, and 3) influence any kind of permanent change in the curriculum.

Other topics appropriate for management classes which lend themselves to an interdisciplinary approach might be "Causes of International Conflict and Civil Unrest," "Ethics in a Global Context," "The U.S. as Viewed by Other Nations," "The Changing Role of the U.S. in the World," "The Multinational Corporation as a Microcosm of Global Interdependence," or "Entrepreneurship in a Cultural Context," to list only a few.

As for the format of the actual presentations, interaction among the team members and with students is essential. Identifying one or two central questions which team members and the host discuss from opposing points of view is very effective. An African professor and a Latin American economist can take opposing views on whether external or internal factors are responsible for developing nations' problems. Round table discussions of issues is another successful technique and allows participants to stress the perspective of their respective disciplines.

In making presentations, the resource team seeks to strike a balance between historical and contemporary international information, a conceptual framework, affective examples, and consciousness-raising of advantages gained by understanding diverse psycho-cultural orientations. The causes and impact

of cultural change over time have been of great interest to students, e.g., social and political effects of the rapid industrialization of Asian economies. This interdisciplinary approach permits the structured introduction of breadth often absent in advanced professional courses: concepts such as leisure, efficiency, and productivity are evaluated in respect to cultural mindsets and other historical, political, and social variables.

Interdisciplinary faculty resource teams can achieve ideal sorts of interaction with each other, but effective working relationships and real understanding of the concerns of practitioners of each discipline may take time to develop. Barriers of personal unfamiliarity and professional reticence need to be broken down through persistence and a spirit of cooperation.

Once such impediments to understanding are overcome, the simultaneous presence in the classroom of several faculty members leads to fruitful dialogue and demonstrates the multiple cultural perspectives with which management students will have to deal in their professional life. The cooperative teaching and learning approach of the resource team creates a mentor spirit which is in strong contrast to traditional modes of teaching.¹⁰

Students commented frequently that this collaborative approach to learning and also to subject matter would be extremely helpful and productive in almost all their classes. Students' appreciation of the way historical, political, and psycho-cultural contexts serve to help them understand complex

...in the world led one team member to conclude that a multidisciplinary approach is indeed a "much superior method of teaching and learning" whereas he had been inclined to believe that it would not be as "solid" as discipline-based instruction. The key is to bring together scholars from various areas in a way that energizes them to create coursework that is greater than the sum of its parts.

This project has significant potential as an exemplary teaching method to enhance the quality of professional education, and international management education specifically. It actually typifies and demonstrates linkages and interdependencies so predominant in the modern world. By its design, it can break through barriers of territoriality that currently limit students from "the big picture" approach which only interdisciplinary perspectives can encompass.

The program presents an effective means to infuse a global dimension throughout the curriculum rather than isolating it in a single course. The program draws on existing interests in already-scheduled time frames and intensifies and broadens class activity. A critical mass of faculty motivated to increase students' global knowledge results, and networking channels are created. Focused attention on interdisciplinary connections may encourage and lead to curricular modifications.

A natural extension of the project could involve holding faculty seminars to explore means of incorporating interdisciplinary and international materials into curricula on an incremental and a comparative/contrastive basis with faculty from different fields

*A MULTIDISCIPLINARY APPROACH TO INTERNATIONALIZE THE CURRICULUM
AT CALIFORNIA STATE UNIVERSITY, FULLERTON, 1987-1990*

By William W. Haddad, Linda R. Andersen, and Troy A. Zimmer

Introduction

The creation of an academic administrative post for graduate and international programs at CSU, Fullerton, in August 1986 focused efforts to assess student global knowledge and to identify faculty and curricular strengths and weaknesses in international content. Subsequent efforts centered upon building on the already existing institutional, programmatic, and faculty strengths through pooling knowledge and collaborative efforts.

Traditional and innovative programs were already in place before 1986. These included several area studies programs, institutional exchanges with sister campuses abroad, and the interdisciplinary B.A. in international business with concentrations in French, German, Japanese, Portuguese and Spanish. Individual school and department initiatives developed during the 1987-90 period as well, including the School of Business Administration and Economics' global awareness requirement and intercultural projects in the arts. This study, however, will concentrate on CSU Fullerton's university-wide efforts to internationalize the faculty and curriculum.

Initially, faculty groups bridging disciplines and schools were brought together in the grant-writing process. A consensus on needs and goals developed as a result of those meetings. One of our guiding principles was that the assessment of our students' global knowledge was needed in order to credibly advocate change. Further, all groups felt that faculty members would benefit from collaborating with colleagues in different fields.

Two Academic Program Improvement grants addressing these issues were written, submitted, and funded. Approximately fifty faculty members were involved in the two years of the API projects. Also in 1987, a three-year FIPSE grant, funded by the U.S. Department of Education Fund for the Improvement of Post-secondary Education, to improve student understanding of the world through experimental classroom teaching in an interdisciplinary and integrative mode was received. This project involved fifteen faculty on the resource team and approximately 60 host instructors as well as approximately 2000 students.

Further, lottery funding in the last two years permitted cross-disciplinary faculty groups to put on major conferences on "War and Peace in the Middle East" and "European Community Developments."

I. Assessment of Global Knowledge and Attitudes

A. Academic Program Improvement (API) Test

The API planning grant awarded for 1987-88 launched the campus headlong into the process of internationalizing its curriculum. The proposal was designed to measure CSU Fullerton's students' knowledge of the world. Thus, we came to call it a "global literacy" project.

While keenly aware of the pioneering efforts in this area instigated by the Barrows et al nationwide test of 3,000 students given in 1980 and replicated by Ohio State in 1985 for 340 students, CSU Fullerton chose to formulate a different examination. The API Task Force, which was a distillation of earlier groups, decided to deviate from the Barrows and Ohio State examples in two important respects: by preparing a pre-test to determine the validity of the test items and giving the finalized test to a random sample.

The Task Force of two dozen faculty met on a regular basis throughout the Fall 1987 semester to solicit questions from other faculty and to formulate the pre-test. This core group made no assumptions about our students' global knowledge. However, the results obtained in the Barrows survey of 1980 and Ohio State's in 1985 led us to anticipate that our students probably would not perform well. Nonetheless, the objective of

the test was to measure the students' knowledge of the world as accurately as possible. Further, we were interested in the cumulative effect of increased exposure to international topics. To this end we wanted to determine whether seniors performed better than freshmen and how our transfer students performed. We also wished to discover if travel abroad influenced test performance. We hoped that by using the test results as a blueprint, the next step in the process -- changing our curriculum -- could be instituted.

The call for global literacy questions resulted in 140 responses. The Task Force discarded duplicates and some other questions that appeared too parochial. The result was 100 questions which were divided into two pre-tests. Members of the Task Force were asked to volunteer their classes so that the pre-test could be evaluated. It was given to 636 different students in classes largely drawn from the faculty already interested in internationalizing the curriculum. The faculty member in charge of assessment stated that this did not bias the aim of the pre-test which was to determine the validity of items, not the knowledge of the students. After the tests were administered, the questions were evaluated for their soundness. This entire process occupied the fall semester. After establishing their validity, a final test was given in the Spring 1988 to

1145 students. The students were chosen from a random sample of 75 classes selected from the Spring 1988 class schedule book. This examination was also evaluated for its efficacy and a final report written by the assessment director.

Since the API project was a planning process that involved testing our students, the main outcome of the project was the result of the test. In analyzing the data we had accumulated, a number of findings presented themselves. Student performance on the global literacy test was very poor with an average of only 49.8% correct. In defense of our students, this percentage was similar to the rates reported by Barrows et al and Ohio State in their earlier global awareness tests.

Unlike the previous two attempts by Barrows and Ohio State, we wished to develop an instrument proven reliable by pre-testing. Our examination demonstrated excellent reliability in both the pre-test and especially in the final version. Thus one of the positive outcomes of the process, however disappointing our students' results, was the development of a promising instrument to measure global knowledge. The Task Force felt that the examination could be easily replicated on any other CSU campus since its reliability has already been proven. If other campuses question the items we included on our examination, and certainly this will happen over time, still the pre-test, its

report, the final examination and its report can serve as a basis for beginning the process of examining students' global literacy.

Even though scores on the test were low, there were some encouraging results. Student GPA was significantly and independently related to global literacy test performance. Higher GPAs may be reflective of students likely to be interested in global events. On our examination, each letter grade increase in the GPA translated into a 4-point increase in the test score. Further, relevant course exposure was significantly related to higher global literacy and was so independently of the students' academic achievement as indicated by the GPA. That is, all students, and not merely the high achievers, benefited from relevant course exposure. This suggested to us that the faculty who teach courses with international content are doing a fine job of transmitting global awareness and knowledge to all students regardless of their academic standing. Students knew the least about Africa and the most about Asia.

Other results of our testing indicated that there was an increase in performance according to class standing. Freshmen scored 42% while seniors scored 55%, better scores than those achieved in the Barrows' exam. The Barrows' sample saw an increase from 41% to 50% while Ohio State undergraduates im-

proved with class standing from 49% to 59%. Scores also increased with age, approximately 2% for every ten years of age. Women on the average scored 7% less than men lending credence to the idea that the genders are socialized in different way concerning geopolitical issues.

Interestingly, whether a student began as a freshman at CSU Fullerton or transferred to the university was not an important indicator of the level of global literacy. However, foreign travel was significantly related to a better performance. Having traveled abroad added 3% to one's score.

B. Assessment of Faculty Attitudes Toward Global Knowledge

At the same time we were testing students' knowledge, we prepared to ask the faculty what they perceived to be students' needs. In Fall 1988 the faculty was polled on three questions and the following response was obtained (N=46):

1. The need for enhancing our students' global knowledge and understanding.

Respondents from 25 academic units and one librarian rated this need as 9.59 on a scale of ten. Responses came from all seven of the University's schools:

Arts (1)

Business Administration and Economics (10)

Communications (6)

Humanities and Social Sciences (16)_

Human Development and Community Service (6)

Natural Science and Mathematics (5)

Engineering and Computer Science (1)

2. Need for infusion of international dimensions in my courses.

Responses to this item were more varied, and six left it blank. There also was some confusion concerning "my courses." Respondents were uncertain whether to address current practice or to evaluate how much more needed to be done. Two respondents wrote in "already have," and a respondent from chemistry indicated that business students need both international and interdisciplinary perspectives. However, forty responses gave an average of 8.14 on a scale of 10 for this question.

3. Need for interdisciplinary perspective in my courses.

Again, although the question may have been ambiguous and five respondents left it blank, the assessment averaged 8.72 with forty-one respondents.

At the conclusion of the API interdisciplinary seminars held during 1988-89 which will be discussed later in this paper, 30 faculty participants were again asked to rate the value of interdisciplinary cooperation. Although the sampling was smaller, the Fall seminar participants rated such cooperation 9.0

and the Spring participants, 9.8. It could be argued that those who have experienced such interaction and integrative efforts have become more convinced of their value after working in a sustained way in an interdisciplinary mode.

II. Collaborative Faculty Activity for Curricular Change

A. FIPSE Grant 1987-90 -- "Interdisciplinary Internationally Oriented Faculty Resource Teams to Improve the Curriculum"

The FIPSE project goals were to promote internationalization of the curriculum and to provide greater coherence in the educational experience.* Fragmented education limits students' ability to integrate material from different classes. Rather than add new courses to a crowded curriculum, the Fullerton project was designed to integrate and relate complex global issues through multidisciplinary, internationally oriented presentations in existing junior, senior, and professional courses. The FIPSE participants volunteered their expertise and asked faculty if they had a need in their classes. In this way FIPSE resource persons were invited into the classroom.

* A complete description of the FIPSE project at CSU Fullerton may be found in AASCU's "Inventory of Model Projects." The API materials, including the global literacy test and its results, are available from the authors.

A seven-member resource team was constituted each year of the three-year project. Faculty came primarily from economics, political science, history, ethnic studies, religious studies, anthropology, foreign language and culture, and related fields. All had expertise in complementary areas of the globe. Three-member sub-groups demonstrated the relationship and relevance of their disciplines to the host course content during a one-week period using interactive strategies. For example, in Principles of Marketing, the team discussed, "Decision-making in Southeast Asia," "The Buddhist world view," "North-South differences," and "How to learn about other cultures."

The FIPSE program was enthusiastically received. Students were sensitized to different cultural, political and economic perspectives and to idiosyncrasies of their own culture. The chance to pause and consider broad issues provided a welcome and stimulating change of pace in the classroom. Team members born in other countries added an appreciated dimension of authenticity to the material.

Some faculty had not initially expected other disciplines to prove quite so relevant or enriching to their own fields. However, interaction among the resource team and host instructors has led to joint research and the development of courses to be taught in an interdisciplinary mode from multiple perspec-

tives, e.g., "Third World Development."

Many topics lend themselves to an integration of historical, political, economic, and cultural factors. Topics which were widely requested for presentations at Fullerton were "The Socialist World," "National Policies and International Impact," "Changing International Relations," "North-South Issues," "Prospects for Third World Development," "Labor and Politics," "The Press," "Cultural Research Abroad," and "Consumer Behavior" in different parts of the world.

Multiple measures, both quantitative and qualitative, have been used for project evaluation. The results are currently being analyzed.

B. API Seminar Activity

The second Academic Program Improvement grant supported two semester-long faculty seminars. Thirty faculty from 16 disciplines met regularly to identify international content they could infuse into their courses, to exchange relevant information, to develop strategies for the classroom, and to plan international studies courses based on multidisciplinary teaching.

The seminars explored history, culture, and causes of conflict among nations from multidisciplinary perspectives. From Fall 1988 to Spring 1989, the focus shifted from the process of

infusion of international dimensions and crosscultural understanding to a content-oriented seminar.

The Fall seminar focused generally on identifying the areas where student international knowledge and understanding were the weakest, and strategies to enhance students' global knowledge, particularly through general education courses. Discourse centered on how best to promote historical and cultural understanding.

It was noted that international strategies should not be directed solely toward freshmen and sophomores. Students in teacher education training and other professional programs have tremendous impact in the community. They all can benefit from understanding the international dimensions of their studies.

The group agreed than not only knowledge or facts but also attitudes and behaviors needed to be addressed. A theoretical framework for analyzing cultural issues must be provided. Analysis of cultural persistence vs. acculturation, and similar dichotomies, could help to provide a construct for understanding cultures and managing cultural change.

The ability to deal critically with culture clash or conflict also needed development. Many ethnic and international groups are present on Fullerton's campus, and faculty can and must take the initiative to utilize international students as

resources to provide other cultural perspectives in classes. The API seminar participants felt strongly that the faculty needed to foster critical analysis of our own culture as well as that of others. The comparative and contrastive mode is very effective in creating greater awareness of one's own cultural biases. An example was how different cultures deal with material possessions, a particularly pithy topic for students from Orange County. A balanced view of the positive and negative aspects of each culture was the hoped for outcome.

One concrete and minimalist strategy to introduce culture learning in various classes was to ask students to do a family ethnic history. One of our resource team members noted that there have been studies to show that research related to one's personal life or ethnic background leads to further student involvement in international studies.

The seminar group collaborated on a course proposal for Culture Analysis for lower division general education credit. The Department of Anthropology is exploring the feasibility of offering this course on a regular basis.

The project also formulated an experimental International Studies Global Topics course ultimately designed for general education credit at the upper division level. Teaching in this course will be in an interdisciplinary mode with more than one

instructor participating. Possible topics are "Human Rights and Revolution," "Culture and Economics Development," and "Regions of the World from an Economic and Social Perspective." Regular course approval is being sought for the program. In the interim, the course is being taught as a special offering.

General education offerings are the best way to reach the majority of students. Since almost half of CSU Fullerton's students transfer in with lower division GE requirements completed, upper division GE courses should be given particular attention. Seminar participants recommended broad yet critically analytical international studies courses be taught in an interdisciplinary mode for GE credit. This approach is consonant with the CSU system-wide general education guidelines which encourage integrative approaches and suggest offering courses beyond the traditional academic units and conventional titles.

With the explosion of knowledge and the need for greater understanding of growing global interdependency, collaborative approaches offer strategies to demonstrate the interrelationship of disciplines. Furthermore, collaborative efforts, from our experience, were relevant and convincing for students. Broad curricular change is a very slow process in a rapidly evolving world. However, at CSU Fullerton a small nucleus of Task Force members has grown to a large network of faculty from diverse

fields who have built paths for bringing about innovative curricular change.

MAKING GLOBAL CONNECTIONS

Program Attracts Students Seeking a Perspective

By Jim Powell

A new classroom program that has faculty teams grappling with the global interconnections of diverse disciplines is capturing the attention of students seeking perspective in their studies.

The cross-disciplinary instruction program was launched last spring with a \$43,000 grant from the Department of Education. It was one of 78 chosen from 1,900 applications to the Fund for the Improvement of Post-Secondary Education.

The three-year program was developed by Dr. Linda R. Andersen, associate professor of French, and Dr. Maryanna C. Lanier, associate professor of economics emeritus. Their team-teaching approach is designed to expose students to the interrelationships of disciplines—to the cultural and historical facets of international business and the political realities of banking and finance in the Third World.

In the process, students are expected to gain an understanding of the interdependency of the countries and peoples of the world.

Andersen conceived the program while serving as acting assistant vice president for graduate and international programs as one way to internationalize the curriculum.

"This is a course enhancement program to improve the quality of instruction through the use of interdisciplinary, internationally oriented faculty resource teams," said Andersen. "The program is based on the premise that students aren't always able to see interdisciplinary relationships, say between economics and political science," she explained.

Results from university tests developed last year to determine students' knowledge of the world demonstrated a need for such a program. "The vast majority of students doesn't understand enough about the rest of the world in terms of global interdependency and the impact countries and cultures have on the other parts of the world," Andersen said.

The program is built around a seven-person interdisciplinary faculty team whose members have international expertise and work together on broad topics. The teams are then invited to make weeklong presentations in host classes to help strengthen students' understanding of a particular subject area by placing it in a global or cultural context.

The team's presentations have covered historical and political topics such as developing nations, the socialist world, and national policies and their international impact. Other presentations have examined cultural values and perceptions which, according to Andersen, are the underpinnings of

(continued on page 14)

FAMILY TIES

Hosts Provide Dinner With International Flavor

When the Le family of Fountain Valley invited a pair of Cal State Fullerton students to their home to break bread, they did it with shrimp toast.

The popular Asian appetizer was part of a five-course meal the Les served to Marie Rainwater and Eric Nguyen, who all had signed up to take part in the university's new Cultural Ethnic Immigrant Host Family Project.

The project is sponsored by the university's Intercultural Development Center and is being conducted off campus in the dining rooms of local families.

The project pairs Cal State Fullerton students with immigrant and ethnic families, who volunteer to be hosts and serve traditional family-style dinners to their student guests. With a \$4,700 grant from the U.S. Information Agency Bureau for Educational and Cultural Affairs, the Intercultural Development Center can extend grants of \$20 each to families willing to host such a meal for a pair of Cal State Fullerton students.

Dr. Son Kim Vo, IDC director, is coordinating the program that was launched in the spring with a beginning roster of 12 families and 24 students as guests. Another 20 families signed up to host dinners in May, and the program resumes in the fall semester.

Vo tries to pair American and foreign-born students to make for a four-way cultural exchange—between the students, and between the students and host family.

One such family—Dr. Thanh Van Le; his wife, Dr. Lan Tuyet Khau; and their children, 16-year-old Bao Quoc Ly and 3-month-old Christine—recently welcomed two Fullerton students to their Fountain Valley home for the evening. Rainwater is a senior communications major from Cypress, and Nguyen is a student in the university's American Language Program. He is living with relatives in Placentia and came to the university from France, where he earned a degree in mechanical engineering. They all dined on a five-course meal of shrimp toast, barbecued chicken "Chinese style," abalone and crab soup, fried rice with shrimp and pork and fruit cake.

"It was a wonderful evening," said Le, who with his wife and son were among the Vietnamese boat people who escaped from refugee camps to the United States in 1981.

A former executive dean of the psychology department

at the state University of Saigon in South Vietnam, Le now project director of the world relief refugee resettlement fund of the Episcopal Church in Garden Grove. Le's wife studied for three years to gain the American certification required to resume her work as a dentist, now has a practice in Westminster. Their son is a senior at La Quinta High School.

Le's fond memories of a similar dining experience he had as a visiting foreign student at the University of Wisconsin in the early 1970s promoted him to participate in the program. An American family had invited him to dine at their house one summer, and he wanted to reciprocate by joining the Cal State program.

"I felt like I was going back 20 years," said Le. "We spent a very happy evening talking and sharing our feelings." He declared the project "a very good program adding. 'The intercultural aspect is the best part.'"

The students agreed.

"It was a good way to share cultures," said Nguyen, who was born in France to Vietnamese/French/Thai parents who operate a Vietnamese restaurant there. "The food was not new to me," he said with a grin, "but the opportunity to meet and dine with such a family in Orange County was. I was very impressed with how hard they have worked to become successful in this country."

Rainwater said the lively dinner table discussion ran from holistic medicine and the differing philosophies of Western and Eastern approaches to medicine, to the harrowing escape from Vietnam.

"He told us how they paid the people who got them with gold pieces and how lucky they were not to have been attacked by pirates," related Rainwater. "From Le I learned why wives don't adopt their husbands' name—that was also very interesting and I liked that."

Both Nguyen and Rainwater said the experience was one they would recommend to other students.

"It's especially valuable for people who stay in the mainstream of campus and don't get to experience the diversity here," said Rainwater.

Nguyen enjoyed himself so much that later on he was happy to fill in for an ailing classmate who had signed to have lunch with an Afghan family. "That food was to me," he said.

Gathered around the dining table in the Le home is (l-r) Eric Nguyen; Dr. Lan Tuyet Khau and her husband, Dr. Thanh Van Le; and Marie Rainwater.
Photo by Geana Woods

TEACHING: Making Global Connections

(continued from page 7)

understanding a culture. In addition to their academic expertise and global awareness, several members of the team bring to the classroom their own, firsthand experience of having lived in other parts of the world.

This spring's team included Dr. Robert A. Emry, professor of speech communication; Dr. Charles A. Frazee, professor of history; Dr. Gaurini D. Gunawardane, professor of management; Dr. Mougo Nyagah, associate professor of history; Dr. Homa Shabahang, lecturer in economics; Dr. Corinne S. Wood, professor of anthropology; and Dr. Bruce E. Wright, professor of political science and acting coordinator of the Latin American Studies Program.

"We're busting orientations, from self and nations to a more global orientation," Emry said. "Sometimes it's threatening or difficult, but it's important."

In a presentation to a class titled "The International Economy" the team of Frazee, Nyagah and Wright introduced European, African and Latin American cultural and historical perspectives into the discussion of world finance, trade and banking. The presentation covered historical views of property and property rights, the influences of religion, colonialism and international corporations, commerce, and the emergence of Third World countries. The discussion touched off a heated, yet polite, debate among the presenters about the role of international banking interests and their role in controlling the economic destiny of Third World countries.

"The session was very educational, and placing the discussion in a historical context was very helpful," said Benita Vardehadeh, a junior international business major. "I

especially enjoyed the debate."

Frazee's discussion of the European economic community was particularly helpful to junior international business major Monica Navarro. "I was very curious about the 1992 [European economic community] agreement, and to hear about it this way helped to put it into better perspective."

Noted Wright, "If we can get students to think about issues that they might not have thought about otherwise, then the program is a success."

Student evaluations of the program have been very positive—one student noted that "the various fields (economics, political science and history) all tied together. It was interesting to hear them all at once, to see the interaction and connections between them. Each one has become more interesting. Each discipline had something to learn from or contribute to the other."

Students also seem to be enjoying the opportunity to share ideas with professors who are sharing a learning experience with them. "The teacher of a class is the judge of the students' performance and, therefore, cannot be as much a colleague and a co-learner," Andersen said. "This team approach represents a much more non-threatening situation, and we've had positive responses from students on that aspect of the program."

The participating faculty members are, not surprisingly, enthusiastic about the program and are finding that they, too, are learning along with their students.

"The program has made me much more conscious of my students' needs, as well as my own, to see the integration of the world," noted Frazee.

"This program has placed me in contact with experts and

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multinational persons," said Emry. "Working on this project with my colleagues has been an exciting intellectual experience, and that excitement is carried to the classroom."

"It's good to have that interaction," Wright agreed. "The program has made me aware of many different things and exposed me to many different people. After all, most professors get to go only to their own classes."

APPENDIX

- I. Project Details
- II. Student Evaluation Samples and Summaries
- III. FIPSE Pilot Test and Data
- IV. Dissemination Materials



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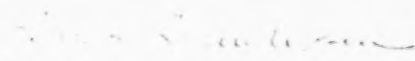
The support and encouragement the Fullerton project received from FIPSE was extraordinary. I credit this primarily to Connie Cook, who was the project officer for three years.

Besides Connie's availability for comments and advice, the site visit she made, the Project Directors meetings, and all of FIPSE's publications on projects were the most helpful things to me.

I encountered problems each year with the issuance of the "grant award notification." One year it was not available until after September 30!!

In general, I think FIPSE can be most effective in sponsoring projects which try to bring about worthwhile institutional change where there are significant amounts of resistance. The credibility behind FIPSE's "stamp of approval" is a perhaps intangible asset which should be utilized to the fullest extent possible!

Thanks for everything!!


Linda R. Andersen
Professor of French

FIPSE TEAM MEMBERS

SPRING 1988

James Dietz (Ph. D., UC Riverside) is Professor of Economics and Coordinator of the Latin American Studies Program. He began at CSUF in 1973. Professor Dietz's research has been focused on the key determinants of the process of economic development, particularly in the Caribbean and Latin America. Dr. Dietz has had field experience in Mexico, Cuba, Puerto Rico, the Dominican Republic, Mexico, Guyana, Trinidad and Tobago, Costa Rica, and Venezuela.

Anne Feraru (Docteur de L'Universite, University of Lyons) is Professor of Political Science and has been at CSUF since 1966. Dr. Feraru specializes in international political studies and research on international non-governmental organizations and the UN. She attended the 1976 UN Conference on Human Settlements held in Canada, the 1979 UN Conference on Science and Technology for Development in Vienna, and 1982 UN Special Session on Disarmament in New York.

Charles Frazee (Ph. D., East European History, Indiana University) is Professor of History and has been at CSUF since 1970. Professor Frazee offers courses in Byzantine, East European and Christian Church history. His research interests are in the history of the East Mediterranean, especially Greece.

Wacira Gethaiga (Ph. D., Claremont) is Associate Professor of Afro-Ethnic Studies. He began to teach at CSUF in 1969. Born in Kenya, he received a thorough colonial education at missionary and government schools. He arrived in the U.S. at the height of the Civil Rights movements. His research and teaching interests are focused on the nature of colonized people, African and Afro-American literature, and comparative classes on racism.

Gamini Gunawardane (Ph. D., University of Chicago) is Professor of Management, having joined the CSUF faculty in 1982. He has held teaching and governmental positions in Sri Lanka, Thailand, and Zambia and was a Fulbright Scholar to the U.S. while at Chicago.

Lisa Hoshmand (Ph. D., University of Hawaii) is an Associate Professor of Counseling. She joined the CSUF faculty in 1982. Her teaching and scholarly interests include human science methodology, models of knowledge, and cross-cultural issues in counseling. A native of Hong Kong, and a former East-West Center exchange scholar at the University of Hawaii, Dr. Hoshmand has had a variety of international experience.

George Saint-Laurent (Ph. D., Catholic University of America) is Professor of Religious Studies and Coordinator of the Peace Studies Minor. Dr. Saint-Laurent has been at CSUF since 1975 and has special interest in Christian studies and world religions. He has traveled widely in Western Europe.

FIPSE-Funded Faculty Resource Team to Bring Interdisciplinary,
Internationally Oriented Dimensions into the Classroom
CSU, Fullerton Spring 1989

ROBERT A. EMRY (Ph.D., Kansas University) is Professor of Speech Communication and Acting Associate Dean of the School of Communications. He has been at CSU, Fullerton since 1973. His teaching interests include intercultural, organizational, small group and interpersonal communication. His scholarly interests involve intercultural communication, disabled/ nondisabled and superior/subordinate communicative relationships/competencies, and organizational development.

CHARLES FRAZEE (Ph.D., Indiana University) is Professor of History and has been at CSUF since 1970. Professor Frazee offers courses in Byzantine, East European and Christian Church history. His research interests are in the history of the Eastern Mediterranean, especially Greece.

GAMINI GUNAWARDANE (Ph.D., University of Chicago) is Professor of Management, having joined the CSUF faculty in 1982. He has held teaching, business, and governmental positions in Sri Lanka, Thailand, and Zambia and was a Fulbright Scholar to the U.S. while at Chicago.

MOUGO NYAGGAH (Ph.D., University of California, Berkeley) has taught in the CSU, Fullerton History department since 1973. He is involved in East, South and West African studies; the apartheid legal system in South Africa; and urban and social history of East and West Africa. He has researched the European economic impact on Africa and taught social and political anthropology.

HOMA SHABAHANG (Ph.D., University of Oklahoma) has been teaching in Economics at CSUF since 1985. Her research interests are in the areas of economic development of Iran, the role of multinationals in less developed countries, and social and political variables affecting economic development. She has worked in country risk and investment analysis.

CORINNE SHEAR WOOD (Ph.D., University of California, Riverside) is Professor of Anthropology and began teaching at CSUF in 1973. She has done field work with special emphasis on interaction between culture and health in Third World countries, and research in New Zealand among Maori people, Western Samoa and Pakistan. Her studies have focused especially on women and children.

BRUCE E. WRIGHT (Ph.D., University of Minnesota) is Professor of Political Science and Acting Coordinator of the Latin American Studies Program. He has been at CSUF since 1970. His major area of academic expertise is political philosophy and the relation of political theory to political practice. He is especially interested in comparing the relation of revolutionary theory and practice in Latin America with that in the U.S. and Europe. He has done fieldwork in Nicaragua, Mexico, and Guatemala.

FIPSE-Funded Faculty Resource Team
For Interdisciplinary, Internationally-Oriented Dimensions
In The Classroom

CSU, Fullerton

Spring 1990

JAMES DIETZ (Ph.D., UC Riverside) is professor of Economics and has coordinated the Latin American Studies Program. He began at CSUF in 1973. Professor Dietz's research has been focused on the key determinants of the process of economic development, particularly in the Caribbean and Latin America. Dr. Dietz has had field experience in Mexico, Cuba, Puerto Rico, the Dominican Republic, Mexico, Guyana, Trinidad and Tobago, Costa Rica, and Venezuela.

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WACIRA GETHAIGA (Ph.D., Claremont) is Professor of Afro-Ethnic Studies. He began to teach at CSUF in 1969. Born in Kenya, he received a thorough colonial education at missionary and government schools. He arrived in the U.S. at the height of the Civil Rights movements. His research and teaching interests are focused on the nature of colonized people, African and Afro-American literature, and comparative classes on racism.

GAMINI GUNAWARDANE (Ph.D., University of Chicago) is Professor of Management, having joined the CSUF faculty in 1982. He has held teaching, business, and governmental positions in Sri Lanka, Thailand, and Zambia. He was a Fulbright Scholar to the U.S. while at Chicago.

JEANNETTE MONEY (Ph.D. candidate in Political Science at UCLA) also holds an MBA in Finance from the American Graduate School of International Management. She has had fellowships from the Council of European Studies and the Belgian-American Educational Foundation to support research at the Institute of Political Studies in Paris and at the Free University of Brussels. She specializes in European labor and public policy issues and international economic relations.

K. MARIYE TAKAHASHI (M.A., UCLA) has served as U.S. director and editor of Zenkoko Ri-Biyo Shinbunsha, a top-ranking Japanese business magazine. Born in China and raised in Japan, she studied at Meiji Gakuin University in Tokyo. She has been at CSUF since 1984. Her major areas of academic expertise are Japanese business, Japanese literary form, and Japanese language. In addition, she holds the 4th degree blackbelt in Aikido.

TOPICS AND HOST CLASSES -- YEAR I

CULTURE LEARNING: (10 classes) Developed awareness of differing cultural (acquired) values and their role in cross-cultural interpretation and interaction.

Principles of Marketing (5)
Marketing Management (1)
Intercultural Communication (2)

Marketing Research (1)
Chinese Literature (1)

CULTURE & PERCEPTION: (3 classes) Similar to Culture Learning but emphasized visual perception within a cross-cultural context.

Photography in Advertising & Public Relations (1)
Religion in Mass Media (1)
Seminar in Graphic Arts (1)

DEVELOPING NATIONS: (4 classes) Third World economic, political, and educational problems. Values and culture clash; impact of colonialism; historical perspective.

Intermediate Microeconomic Analysis (1)
The Price System & Resource Allocation (1)
World Politics (2)

NATIONAL POLICIES & THEIR INTERNATIONAL IMPACT: (3 classes) How nations with different political and economic systems can work with each other; efforts to promote international standards; productivity; transnational corporations; ethics and values.

Managing Business Operations & Organizations (1)
Operations Policy & Strategy (1)
Seminar on Organizational Behavior & Administration (1)

SOCIALIST WORLD: (3 classes) Perspectives of non-capitalist nations: economy, politics, social impact, values, and historical differences.

Principles of Economics (1)
Comparative Economic Systems (1)
Chinese Literature (1)

Host Classes Year II

Business Administration and Economics: Marketing (3); Management (2);
Economics (3)

Humanities and Social Science: Anthropology (2); Foreign Languages (1);
Political Science (2)

Human Development and Community Service: Secondary Education (2); Special
Education (1)

Summary of Topics Presented in Year II

Professional Courses:

- Health and Economic Interaction
- Appropriate and Inappropriate Technology Transfer
- Marketing Conditions in LDC's, Europe, Middle East, Asia
- Marketing Research in Europe, Middle East, South Asia

Management in a Cultural Perspective:

- Role of Government
- Intercultural Communication
- Managing a Culturally Diverse Work Force
- German and Japanese Cultural Traits and Economic History

Economic Viewpoints of Other Nations:

- Causes of Underdevelopment in Latin America and Africa
- Factors in Development: Europe, Japan
- MNC's: Economic and Cultural Interaction with Host Nations
- European Economic Community
- New Trading Prospects
- Lessons of American Economic History for LDC's

Culture and History:

- Immigration: Causes and Effects
- Role of Women in Latin America's Struggles
- Multicultural Education
- Introducing Medical Reforms
- Anti-Imperialist Perspectives
- Interaction of Post-Industrialized and Less Developed Nations
- Cultural Differences and their Impact on Economic Development
- Cultural Diversity and the Classroom Teacher
- Political History of Iran
- Social and Political History of LDC's

Host Classes Year III

Business Administration and Economics: Marketing (3); Management (2)

Humanities and Social Science: Anthropology (1); Foreign Languages (3);
International Studies (2); Philosophy (2); Political Science (4)

Human Development and Community Service: Health Science (1); Physical
Education (1)

Communications: Communications (2)

Summary of Topics Presented in Year III

The Wall Comes Tumbling Down: Changes in Eastern Europe
Economics and Human Rights in Africa
Prospects of Third World Development
Changing Economic Relationships
Changing International Relationships
Factors of Japanese and German Economic Success
Are Management Strategies Culturally Based?
Cultural Differences in Markets and Marketing Behavior
Cultural Beliefs and Attitudes in Perspective
Education in Cultural Perspective
The Press in Europe, Asia, Latin America, Africa
Human Rights in Perspective

Host Instructors by School by Year

	<u>Year I (N=14)</u>	<u>Year II (N=12)</u>	<u>Year III (N=16)</u>
BAE	8	7	6
HSS	3	3	8
COMM	2	0	1
ARTS	1	0	0
HDCS	0	2	1

EVALUATION OF THE FIPSE RESOURCE TEAM PRESENTATION, SP. '88

CLASS: _____

I. Please tell us about yourself if you wish:

Major _____ GPA _____ FR SOPH JR SR GRAD (circle one)

Ethnic Background: _____ Travel abroad? _____

II. It would help the FIPSE resource team to have your impressions of their presentation. Would you please comment on the following? Thanks!

1. What were the most significant things you learned?

2. What aspects of the presentation might be helpful to you in your overall education?

3. Did the presentation help you to think in different terms about the world? In what ways? Please be as specific as possible.

4. What topics would you have wanted to hear more about?

5. Can you suggest any other classes where a broad comparative and contrastive approach of this type would be helpful?

6. Please make any other comments you wish about the presentation. (Use the back of this sheet.)

EVALUATION OF THE FIPSE RESOURCE TEAM PRESENTATION, SP. '88

CLASS: Mktg. 351, Principles of Marketing

TIME: 2:30 - 3:45 PM

DATE(S) OF PRESENTATION: March 7, 1988

HOST: S. Greene

MODULE: Culture Learning

TEAM: Dietz, Gunawardane, St. Laurent

BACKGROUND INFORMATION:

	MAJOR	GPA	LEVEL	ETH. BCKGRND.	TRAVEL ABROAD?
#1	Marketing	2.58	SR	Mex./Amer.	---
#2	Bus. Real Est.	3.5	JR	White	Europe
#3	Mktg.	2.5	JR	White	not yet
#4	Bus. Admin.	---	--	Asia	---
#5	Acctg.	2.7	SR	White	yes
#6	Finance	3.0	SR	Asian	yes
#7	Int'l. Bus.	3.0	GR	Mex./Amer.	Mexico
#8	Marketing	3.0	JR	White	No
#9	Advertising	2.25	SR	Caucasian	no (Mexico)
#10	Communication	2.69	SR	White	depends
#11	H.R. Mgmt.	3.92	SR	White	Europe 3 times
#12	Finance.	3.2	SR	Mex./Amer.	sometimes
#13	Finance	3.00	JR	Asian	---
#14	Marketing	2.85	JR	Asian	---
#15	Finance	2.7	SR	Caucasian	Europe
#16	Management	2.5	SR	Caucasian	---
#17	Finance Arts	---	JR	---	Japan, Canada
#18	Bus. Man.	3.0	SR	---	---
#19	Management	3.00	JR	---	---
#20	Finance	---	JR	---	yes
#21	Accounting	3.00	JR	Asian	---
#22	Finance	3.2	SR	Asian	---
#23	Finance	3.1	JR	---	yes
#24	Int'l. Bus.	2.6	SR	Asian	yes
#25	Finance	---	JR	Asian	yes
#26	Marketing	2.7	SR	White	Eur. this summ.
#27	Acctg.	---	SR	Asian	yes
#28	Marketing	2.7	JR	White	no
#29	Marketing	2.5	JR	Mex./Amer.	Eur., Mexico
#30	Acctg.	3.71	SR	Filipino	lived abroad
#31	Marketing	3.83	---	White	Austral., New Zeal., Mexico, Canada
#32	Int'l. Bus.	3.30	SR	German	yes
#33	Acctg.	2.85	SR	Caucasian	no
#34	Acctg.	3.5	GR	Asian/Indones.	---
#35	Int'l. Bus.	---	SR	Asian	yes
#36	Acctg.	2.9	---	Arabic	all over

QUESTION #1 - WHAT WERE THE MOST SIGNIFICANT THINGS YOU LEARNED?

St.#

1. The presentations given helped to reinforce my feelings about the importance of knowing and understanding other cultures in the business world, as well as in every other aspect of life.
2. Marketing practices and cultural influences on marketing in Sri Lanka. I learned how important it is to always maintain sensitivity, empathy towards other religions and beliefs.
3. Don't think there was enough time devoted to topics I wasn't aware of for me to actually "learn" anything--though it was something that definitely peaked my interest.
5. How religion can effect the marketplace and the overall role it plays in other countries.
6. I learned that we have to know about other cultures and environments before we do business with them.
7. I learned that religion plays a big role in the consumer's purchasing behavior and that different cultures truly are different in almost every aspect of marketing behavior as compared to the U.S.
8. Buying habits of some countries. Religious influences on promoting products.
9. I wasn't in class that day.
10. I found it very interesting. Being in California you are set away from the rest of the world in your own little world. It is good to find out what other cultures believe, like, disagree with, etc.
11. I enjoyed the "big picture" concept presented in the religious presentation. Dr. Gamini's examples were an education in keeping an open mind towards other cultures.
12. The importance of religion in a culture. The importance of a culture.
13. Culture in another country.
14. None, learn most in international communication. (sic)
15. 1) Various religions, 2) differences between our culture & another nation's, 3) most important--do not assume our culture is best. Always respect another person's way of life.
16. Different cultures do not adapt to the same products as do Americans. Different religious backgrounds.
17. Learn to think critically. Not just read the chapters but also have to understand how to apply the theory from the book to the practical situation.

18. Prof. gave a lot of real-world examples during class. Very useful and practical.
19. The culture and religion.
20. The different aspects of international relations. The understanding of religion and culture as a major influence in the business world.
21. Religions may have great effect in the international marketing. (sic)
22. That we can't take things for granted. There are many cultural differences that people must think about.
23. The cultural values, attitudes, and beliefs play an important role in marketing. Understanding "both sides" can be the key to success in international business.
25. There really wasn't anything that was very significant about the lecture.
27. There are many different people with different cultures which you'll have to research and respect before venturing out on any business/social interaction.
28. That all cultures are different and you need to take all aspects of each culture to make sure your product would be right to sell.
31. Specifically, lack of telephones, marketing personnel and related areas in third world countries.
32. The way you can employ other companies in a country to help you to establish your company. The lecture on world religions was great--I am going to take a class this fall because of the lecture.
33. I learned much about cultural differences in Sri Lanka compared to the U.S. Interesting how they are more relaxed in sales and advertising compared with the push on advertising in America.
34. We learn about how or what should be considered when dealing with the international marketing.
35. Int'l. business has become widely spread. All businesses are affected by this.
36. Nothing I did not know.

QUESTION #2 - WHAT ASPECTS OF THE PRESENTATION MIGHT BE HELPFUL TO YOU IN YOUR OVERALL EDUCATION?

1. The emphasis given to relating the product or service sold to the actual needs of your potential customers.
2. Overview presented in both presentations.

3. The entire program idea. Even without going into explicit detail, the presentation gives each of us a little insight into other cultures which can only help overall.
5. To get some basic ideas about international business, which I have had very little info on.
6. The relation between culture and marketing.
7. All of the aspects helped clear comprehension that we all need to be culture-sensitive if you plan to succeed in business.
8. Opening up my mind to the cultures of others and respecting their way of life and beliefs.
10. I think it is helpful to anyone to learn more about other countries regardless of your future plans. You never know when a company will send you to another country.
11. All aspects are helpful, however, an interest in other cultures/religions was rekindled, which is helpful for personal growth.
12. The need to know that there exist other cultures and ideas.
14. How different other countries are to us.
15. Learning of any kind is helpful in my overall education. The presentation will help me to remember to always be respectful of others.
16. The understanding of religion/culture.
18. Since I'm a business management major, I would like to have people like: the management of a company or corporation to tell us about their experiences.
19. To see and think things deeply.
20. The understanding that people from other countries are different from us and that we should be more aware.
21. If there is an opportunity of marketing the product overseas, I will consider or take time to learn about their culture and religions first.
22. This presentation will help me in my career, because in my field I will be dealing with many different people every day.
23. It opens up many closed doors. We're exposed to different people specialized in certain fields, and this enhances our overall education.
25. Just to learn about how other countries live. Like their culture.
26. The religious studies professor was very informative.

28. Seeing different sides, American vs. other nations.
29. We had a speaker who gave his presentation on religion and how it relates to all aspects of life and culture. It was great because he mentioned how important religion is to some cultures.
30. For those of us who haven't traveled yet, a first-hand account from a person of a particular country proved very informative and valuable.
32. More required classes in anthropology, world religions and others to help us to be more aware about other cultures.
33. Both presentations were helpful. I feel it is important to know that we should be educated about others' beliefs and religions and buying habits of others so not to offend them.
35. Some major businesses that involved internationally in us providing more sources for future career, job placement (sic).
36. The international aspects.

QUESTION #3 - DID THE PRESENTATION HELP YOU TO THINK IN DIFFERENT TERMS ABOUT THE WORLD? IN WHAT WAYS? PLEASE BE AS SPECIFIC AS POSSIBLE.

1. The presentation spoke on topics in which I have had interest in for quite some time now. It did result in some extra info. for me.
2. Yes. I was reminded of other ways to view the world and my place and purpose in it.
3. Yes. Made me realize how great an effect a small amount of effort on our part would make in intercultural communication.
5. Yes. Mostly how in a country where one religion dominates, you have to take that into account when marketing a product. If you market a product in another country the same way you do here the results could be disastrous.
6. Religion.
7. Yes. The world market doesn't revolve around the U.S. and just because our culture doesn't infiltrate our decision-making process that doesn't mean it doesn't in other countries.
8. Yes. Buying habits. I'm what you might consider an impulse shopper; it's strange for me to hear of people buying products to last 10-15 years or having to ask so many people before they buy.
10. I am more open and less selfish.
11. Yes, it is important to remember the differences and nuances among the countries of the world, while adapting a global orientation in business.

12. Yes. By allowing me to see that international means more than just pancakes.
13. Yes, in religion and culture.
14. No.
15. It helped me to realize that everyone lives the way they want to live and our (U.S.) culture shouldn't be forced upon them.
16. Yes. Not all people in the world have the same needs as people would in the U.S.
19. Yes. There are hundreds of countries besides the United States.
20. Yes. Understanding (better), awareness.
23. Yes. Our methods of business or marketing may not be as effective in other parts of the world. The presentations help us realize the differences.
25. No, not really.
26. To be honest, I can't think of anything really specific.
27. Yes, everyone has different cultures.
28. Yes.
30. The presentation opened up my eyes as I heard about the third world countries--things we take advantage of here in the U.S. may not be present in those countries.
31. Quite frankly, I didn't hear anything new. I'm an older student and have been around quite a bit.
32. No--because I am taking other classes in different departments (anthropology, etc.).
33. It helped a little. From a business standpoint, it was interesting to learn about the lack of diversification in third world countries.
34. In a way, yes. Different countries do their business differently such as there is "no return policy" in selling merchandise in Sri Lanka; also, differences in religions and cultures play important role in marketing our products to foreign countries.
35. Yes. Being aware of each cultural aspect of a country is very important.
36. No.

QUESTION #4 - WHAT TOPICS WOULD YOU HAVE WANTED TO HEAR MORE ABOUT?

1. I would have liked to have heard more of the religious aspects of other countries.
2. Marketing in other countries.
3. Expand on other cultural aspects besides religion, in as much detail as Prof. St. Laurent's--he did an excellent job!!
4. Culture has influenced in the america marketing as well as foreign country (sic).
5. Possibly an example of how a business here would go about setting up a business in another country.
6. I would like to hear about economy in the U.S. that has a relation with marketing.
7. Anything that concerns the broadening of our horizons would be helpful.
8. How marketing is specifically tied in with the religious beliefs of others.
10. Maybe more about countries we currently deal with in business. Japan, China.
11. I would like to hear more general information, not just marketing. I would like to receive a list of resources where I might find relevant information.
12. Politics, economics.
13. Marketing in Japan. How they do marketing so successful.
14. Marketing research.
15. I would like to learn more specific ways of dealing, in a business setting, with other countries.
16. Marketing products in relation to the countries' culture/income. Needs of people in different countries.
18. Management, in terms of human resources, personal relationship between employees and employers in a company or corporation.
19. Different people, different thoughts.
20. Relations with Japanese and other powerful countries in the world market.
21. The procedure of marketing or distribution of the product.
23. Nationalism and business. Values/attitudes/beliefs about business in other countries.

25. They were basically all I already knew but it was more of an reminder or like an enlightenment. (sic)
26. More about India and how the people live/go to school. How they see the United States.
27. I would probably have wanted to hear more related experiences/any class experiences on the different upbringing.
29. Since this is a marketing class, I think it would have been helpful to have a speaker with experience in international marketing.
30. More on the religious aspects of various countries.
31. More concrete information from the religious studies professor. Too general, a bit to vague.
32. About the international economy!
33. Employment histories and manufacturing and importing policies abroad.
34. What should we do to prevent any misunderstanding in dealing with foreign markets.
35. All topics were pretty much presented.
36. International economics, government control

QUESTION #5 - CAN YOU SUGGEST ANY OTHER CLASSES WHERE A BROAD COMPARATIVE AND CONTRASTIVE APPROACH OF THIS TYPE WOULD BE HELPFUL?

1. I believe this would be applicable to any class, if nothing else for further enlightenment.
2. Management 339 (Business Options & Organizations).
5. Any business class.
6. Management.
7. I think all classes should have the opportunity to discover all such types of approaches, international and domestic.
8. No.
10. Advertising.
11. Any course in any discipline, but especially in the School of Business where exposure to these topics is almost non-existent.
12. I believe all areas of education could benefit from this program.
15. I think the presentation would be helpful in any college class.

Everyone, no matter what the major, can benefit from the presentation.

- 23. Real estate, finance.
- 24. International marketing.
- 25. Maybe a history class.
- 26. Econ 201B (Principles of Microeconomics).
- 27. Finance would need to hear these speakers.
- 32. All business classes would benefit from a presentation like this.
- 35. Int'l. Econ., Int'l. Finance.
- 36. Management 339 (Bus. Opt. & Org.) or 340 (Organizational Behavior).

QUESTION #6 - PLEASE MAKE ANY OTHER COMMENTS YOU WISH ABOUT THE PRESENTATION.

- 1. I believe this to be a very worthwhile effort.
- 2. Both presentations were well organized and given. It seems the presentation from the management teacher was more related to marketing than the presentation given by the religion teacher.
- 5. Use graphs, visuals.
- 7. I think these programs are vital, as the world is shrinking, and Californians become more isolated.
- 14. None.
- 19. Can not understand what a speaker said.
- 25. None.
- 26. The TV monitor person was a bit distracting to the speakers; however I don't know if this could be helped in any way. I'm not sure the handouts help a whole lot either. Maybe an overhead projector would be more beneficial to the students--otherwise presentations from both teachers were good.
- 27. Format was too much like a class lecture.
- 30. The presentation was very informative and interesting.
- 31. First professor--Religious Studies was an excellent speaker. Second professor was not as good a speaker--but his information was quite good--well presented, well thought out.
- 32. Very well done--the professor on religion was great.
- 36. This program needs more than one hour.

FIPSE INTERNATIONAL RESOURCE TEAM EVALUATION, SPRING. 89

CLASS: _____

I. Please tell us about yourself: Student No. _____

Major _____ (Minor) _____ GPA _____. Circle one answer:

Ethnicity: Asn Blk Cauc Hsp NI Other. Live abroad? _____ months

Travel abroad? 0 1 2 3 4 5 6 7 8 9+ times FR SOPH JR SR GRAD

II. It would help the resource team to have your impressions of their presentation. Please comment and quantify your opinion. Thanks!

1. a. What were the most significant things you learned from the team?

b.	3	2	1	-1	-2	-3
	Very	Moderately	Slightly	Slightly	Moderately	Very
	significant	significant	significant	insignif.	insignif.	insignif.

2. a. What aspects of the presentation might be helpful to you in your overall education?

b.	3	2	1	-1	-2	-3
	Very	Moderately	Slightly	Slightly	Moderately	Very
	helpful	helpful	helpful	unhelpful	unhelpful	unhelpful

3. a. Did the presentation help you to think in different terms about the world? In what ways? Please be as specific as possible.

b.	3	2	1	-1	-2	-3
	Very much	Moderately	Little	Almost no	Moderately	Very much
	new think.	new think.	new think.	new think.	new think.	old think.

FIPSE INTERNATIONAL RESOURCE TEAM EVALUATION, SPRING. 89
 CLASS: Econ. 335 HOST: Shabahang TEAM: Nyaggah, Wright, Frazee

I.	Student No.	Major	Minor	GPA	Ethnic.	Live abroad	Travel abroad	Level
1.	870-1292	I. Bus		3.2	Cauc	6	3	SR
2.	870-3022	I. Bus	Span		Cauc	16	9+	SR
3.	850-4646	I. Bus	Span	2.85	Hsp	3	5	JR
4.	800-6252	I. Bus		3.4	Hsp			SR
5.	851-1713	Econ			Cauc			SR
6.	881-2410	I. Bus		3.5	Hsp			
7.	850-3184	Fin	Econ	3.0	Cauc		1	
8.	860-4512	I. Bus	Ger	3.67	Cauc			
9.	840-4767	I. Bus		3.0	Cauc	6	3	SR
10.	860-3777	Acctg/I. Bus		3.0	Hsp	18 Y	5	SR
11.	851-5097	I. Bus/Span		3.0	Cauc	12	6	SR
12.	885-0595			3.33	Cauc	21	9+	GRAD
13.	860-7255	Acctg	Econ	3.14	Hsp			
14.	860-8953	Crjus/econ		3.2	Asn	10	6	SOPH
15.	870-0816	Comm		3.3	Cauc	3	3	SR
16.	870-0664	I. Bus/Fr		2.8	Cauc	3 Y	8	JR
17.	890-1952	I. Bus/Span		2.76	Hsp		1	JR
18.	881-9424	Econ	B. Ad	3.0	Cauc		3	
19.	860-4493	I. Bus/Span		3.3	Hsp	12	5	SR
20.	881-4667	Bus	Japan	3.17	Asn	life		JR
21.	860-3939	I. Bus/Fr		3.17	Cauc	12 Y	9+	JR
22.	881-4734	I. Bus		2.85	Cauc	4	9+	JR

1. What were the most significant things you learned from the team?

1. One of the most significant things I learned was the depth of poverty stricken areas such as parts of Africa and Latin America. I'm really glad that they spoke of Europe and their united economy of 1992.
2. The economic differences between Germany, Africa and Latin America.
3. How the world has played a major role in either helping Latin America with their debt or making it worse.
4. Every country has its own unique history. All the countries of the world affect one another by their actions and non-actions.
5. I learned some aspects of Central America and Europe and Africa that I probably would not have learned from any lecture or textbook.
6. Actual situations in different countries and parts of the world.
7. Geography of Europe - Economic systems - Unification of Europe (1992).
8. I learned about the economic conditions of Africa that is one continent that I don't know too much about. The speaker was interesting to listen to, but needs to speak a little louder.
9. I learned about the dire economic conditions in some 3rd world countries and how these conditions come about and how they affect the people today.
10. I learned the impact of historical events on world current affairs. It's amazing to see the effect of economic policies on less

developed nations.

11. I learned about the historical impact on foreign and int'l economies.

12. South American dependence on the U.S.

13. The future of Europe and their economic conditions, the trends in both east and west Africa and the conditions that exist in Latin America.

14. Europe in 1992 - too shallow and no depth. Africa and its diverse goods and climate. Nothing more on Latin culture except it's world wide.

15. The most significant things expressed in the presentation were the upcoming effects of the EEC on Americans and American trade. Other aspects of the presentation were interesting but I did not feel they would be especially useful to me in my career.

16. The economies of Latin America, Africa, Europe.

17. About the 1992 European unification and its possible effects.

18. History of German industrialization, economic situation in So. Africa and conditions of U.S. aid., colonization of So. America.

19. Gave economic evaluations of situations in Latin America, Africa and Europe, present and past history and events that shape those nations today.

20. African culture because I have never listened to a presentation made by an instructor from Africa.

21. Coming from the Middle East, I knew about its economic problems. Listening to the team made me think of other countries' problems and made me think about rational ways to try and solve them.

22. Some true facts about each individual regions that they were representing. Their personal beliefs and ideas integrated were very interesting as well.

2. What aspects of the presentation might be helpful to you in your overall education?

1. All aspects were helpful in my overall education. It would be great to have a class where lecturers came in and spoke on different subjects each day.

2. The discussion on the Latin American countries. About their development, advancements and future.

3. Gave me a more in depth perspective of the world's economy and brief history of it as well.

4. We should try to understand the different cultures of the world so that we may communicate more effectively and come to better understandings.

5. It would allow to recall some of the aspects of what we talked about from a more participation class rather than just listening and taking notes.

6. Other countries' roles and history in relation to our own.

7. Both concepts I mentioned were important and stuck in my mind.

8. Everything discussed can help me with my education. Having a basic knowledge of what is going on in the world wont make me look like and idiot if someone mentions something that has happened in the world. I will know what they are talking about and can add to it.

9. We must understand 3rd World countries before we attempt to trade with them.

10. It gave me a better perspective on why nations are at war, or just

going through radical changes politically and economically.

11. The discussion of the E.E.C. and its future role and int'l economics.

12. Historical aspects of the presentation.

13. The future conditions that I will be bringing when I enter the market.

14. The uniting of Europe in 1992. It was not covered in depth, but made me think about it after class and do a little research on it.

15. The discussions between the various trains of thought and the conflicts in the presentation were helpful to show that knowledge is greatly subject to opinion.

16. The presentation on the ECC, as I hope to work in France upon graduation.

17. Since I am studying Int'l Business and I hope to work abroad, I do need to know the implications of the Europe unification.

18. A better understanding of conditions around the world. Africa was a good topic because there isn't much incentive to learn about it on one's own.

19. Overall general knowledge of other parts of the world especially those that I have not been exposed to, like Africa.

20. European unification.

21. It helped me to think in a broad manner, and not to believe everything that is said to me but to take each piece of information and form a conclusion of my own.

22. The discussion that went on and their behavior.

3. Did the presentation help you to think in different terms about the world? In what ways? Please be as specific as possible.

1. It made me think about the lesser developed countries a lot. It seems to me that the most important issue would be to aid in the health of the people so that they can then improve themselves economically.

3. The major powers of the world are the ones that can make and break other small countries in their development. Also in the aspect, that the U.S.A. is not selling itself but helping increase the welfare of its people.

4. Econ. 335 and the presentation to some degree helped me to understand that the peoples of other nations are trying hard to better themselves and we should not take this offensively.

5. Yes, because of the testimony of the individuals who help to make sense of where they are coming from.

6. Yes, it helped me to understand about the general situation of other countries, and our own participation and outcome, in and due to this situation.

7. I have always felt international issues to be important. But through this discussion I thought more about the economics.

8. Some of the opinions discussed, I already believed in and others I did not. I felt that the S. American debt should be written off.

9. Yes it did. I know now that by exploiting 3rd World countries we are only hurting the people who aren't as well off as we are.

10. Yes, I realize now that the future of many LDC's is tied to the policies of industrialized nations.

11. This presentation helped bring an awareness of the different cultures and their cultural effect on their own policies and

economically.

12. Not in different terms but it encouraged me to keep up even more with the news and current affairs.

13. Yes, I became more educated in the area of Africa. The distinctly different conditions that exist there, and why the IMF will only help certain countries.

14. No, it was too short a time that the group got together and presented us with the material. The material in parts went back too far in history that we needed to know concerning economic outlook.

15. The presentation helped to point out the significances of areas other than the EEC, which is generally the only area thought to directly affect us.

16. Yes, how other countries influence the economies and policies of others (U.S./Mexico).

17. Latin American countries are in dire need of help- have they been shafted? I now want to invest in Europe.

18. No. expanded knowledge base.

19. Yes, it made me realize the poor foundation that Latin America and Africa has been given in history to keep them from being more developed today.

20. Since I am a foreign student from Japan, I always have an opportunity to think about the world. Living in a foreign nation itself is helpful to think about the world.

21. It reinstated in my mind that America is a super power that needs to help other countries in their struggle to acquire a small amount of power over their own lives. This might be at the expense of American ways but that is a small price to pay in order to achieve a little equality among countries.

22. Well the European economic unit that will be established in 1992 made me think of the high tariffs that they could impose on goods going in - making trade difficult with Europe. As an International Business student I wonder what the effects would be when I am out "there".

4. What topics would you have wanted to hear more about?

1. Japan - Hong Kong - Russia.

2. World Bank involvement with these countries - International Trade among these countries and with U.S.A.

3. Spain Economy - Latin America (more in depth).

5. Isolationism - Soviet U. and China - Europe - South and Central America - Japan.

6. Political intervention in trade issues - Solutions for international debts.

7. Unification of Europe - Foreign investment - Import/Export co's - Japan.

8. Japan - Hong Kong - Soviet Union - Economic alliances.

9. 3rd World markets/fragileness and corruption of govt./possible solutions.

10. Specific countries in Latin America: possible solutions, worst scenarios if things don't change.

11. Africa and its role in int'l economy.

12. 1992.

13. Latin America.

14. Europe 1992.

15. European Economic Community - Reforms in China.
 16. EEC/future trade - German economy.
 17. What direction Spanish speaking countries are moving in - Where will heavy trade take place in the next 10 years, and what commodities.
 18. Eastern bloc.
 19. Spain - China - Japan - Russia - Argentina - Portugal - MNC's in LCD'S - EEC - NATO/UN.
 20. Int'l finance - Stock market.
 21. The effect of the super powers on each of these areas: Latin America, Africa, Middle East.
 22. Exchange rates and their effect on trade - A little bit about the Human Rights movement and their effect (if any) on int'l trade.
5. Can you suggest any other classes where a broad comparative and contrastive approach of this type would be helpful?
2. Upper level business courses.
 3. Exporting and Importing - International econ.
 5. History.
 7. Marketing 351.
 9. History - Geography.
 11. Any of the foreign language classes.
 12. Marketing.
 14. Int'l business classes - Marketing courses.
 15. Political Science- Any other class because an economics background is important in all areas.
 17. Marketing - History - Business Adm.
 19. Spanish 310-311 - Portuguese 317-18 - Language classes associated with int'l business - International marketing classes - History 110 A and B - Other business classes (so many non-international business students are ignorant about international matters).
 20. No idea.
 21. History - These presentations would be helpful to all students. It would help them to understand the way the world "turns" and what they can do to direct it.
 22. History classes - Civilization classes - Foreign language.
6. How could the presentation be changed to improve its usefulness?
2. Have more time.
 3. Since we only retain a small (percentage) portion of information of Latin America, I believe that more information should be stressed since they are our neighbors. Not everyone knows their geographical points therefore that should be stressed.
 5. Have more of them. Divide them up into speech/debate formats.
 7. I think a specific topic should be chosen that each speaker can address. Then we would learn more in depth instead of having so much information piled on us that we forget.
 8. It seemed that the speakers spoke among themselves and not to the class. I would suggest more class participation.
 9. Present more facts and try to leave as much opinion out as possible. I also think pictures might be more effective than words.
 11. The presentation needed to be less argumentative between the speakers. The presentation is designed to present different views and

cultures. The arguing among the presenters took away from the real information and focused on emotional opinions.

13. Better organization.

14. More diagrams on the subjects. The effects to the U.S. both economically, politically and socially.

15. The professor discussing Latin America had many useful and interesting things to say unfortunately, his tendency to become hostile distracted from his presentation.

16. More time for presentations.

17. I lost interest due to the arguing of the speakers. The one representing Latin America was constantly on his soap box.

18. Make sure that everyone is prepared with, precisely, their presentation.

19. Rather than having only 3 lecturers in 2 sessions have 6 lecturers, 3 in one 3 in the other. More brief on their subject so more time for discussion.

20. No idea.

21. I think that more discussion between the presenters themselves and between the students. The discussion will force students to participate and think actively about the subjects presented.

22. Cover some different topics such as above.

7. Please make any other comments you wish about the presentation on the back of this sheet.

1. The presentations were great and it gave an excellent overview of issues that aren't always discussed in other classes.

2. I enjoyed the presentations very much. I hope to be able to attend more of these in the future.

3. I enjoyed the presentation. I used the information (about Latin America) in my research paper (as another source). To me it was valuable and at the same time, it was a great learning experience.

5. I thought the presentation was fine. I like the idea of having inputs from each expert in their particular field. Then having an open forum debate with discussion to probe further into the subjects.

Thumbs up!

7. I was very disappointed in the speaker who spoke about Latin America. He kept finding little things wrong with what each other speaker said and he would waste our time arguing with them over trivial details. I did not like his debating at all. We were here to discuss basic concepts - he made it very difficult.

11. I would have liked to have heard more about Kenya and Africa in general. We are very much informed about Latin America and Europe but we need to hear and learn more about African culture.

13. The discussion was helpful, but I feel I would have learned more if the discussion had been better organized.

17. More presentations of the sort would be welcomed. Possibly bus. men/women in international bus. today.

19. FIPSE is a great idea, I found it interesting and educational. I enjoyed it very much.

20. Nothing particular.

21. Overall the presentation was very helpful. It helped me to learn about things I would not have been able to learn in any class.

FIPSE Quantitative Evaluation

N= 22

1. What were the most significant things you learned from the team?

	3	2	1	-1	-2	-3
	Very significant	Moderately significant	Slightly significant	Slightly insignif.	Moderately insignif.	Very insignif.
N=	9	11	1	1	0	0

2. a. What aspects of the presentation might be helpful to you in your overall education?

b.	3	2	1	-1	-2	-3
	Very helpful	Moderately helpful	Slightly helpful	Slightly unhelpful	Moderately unhelpful	Very unhelpful
N=	9	9	4	0	0	0

3. a. Did the presentation help you to think in different terms about the world? In what ways? Please be as specific as possible.

b.	3	2	1	-1	-2	-3
	Very much new think.	Moderately new think.	Little new think.	Almost no new think.	Moderately new think.	Very muc old thin
N=	6	9	4	0	1	0

Quantitative Student Rating of Presentations--Year II

In Year II students were asked to answer the following three questions and also rate their response as follows:

1) What were the most significant things you learned from the team?
The rating scale ranged from "Very significant" to "Very insignificant."

	<u>3</u>	<u>2</u>	<u>1</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
N =	44	69	30	3	4	4

Total Number of Responses = 154

2) What aspects of the presentation might be helpful to you in your overall education? The range was from "Very helpful" to "Very unhelpful."

	<u>3</u>	<u>2</u>	<u>1</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
N =	42	65	34	2	3	4

Total Number of Responses = 150

3) Did the presentation help you to think in different terms about the world? In what ways? The range here was "Very much new thinking" to "Very much old thinking."

	<u>3</u>	<u>2</u>	<u>1</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
N =	26	55	40	13	5	6

Total Number of Responses = 145

The replies were predominantly positive (3 or 2). To illustrate the need for caution in interpreting these responses, however, one student who rated question #3 as "1": "Little new thinking" commented, "Being from India (actually my parents) I have grown up learning about developing countries. I really enjoyed the speakers--they were excellent. They really helped me understand the situations more."

FIPSE INTERNATIONAL RESOURCE TEAM EVALUATION. SPRING 90

CLASS: _____

I. Please tell us about yourself: Student No. _____

Major _____ (Minor) _____ GPA _____ FR SOPH JR SR GRAD

Please circle one answer for each question:

Ethnicity: Asian Black Caucasian Hispanic Native Indian Other

Live abroad? _____ months /Travel abroad? 0 1 2 3 4 5 6 7 8+ times

II. It would help the resource team to have your impressions of their presentation. Please comment on each question. Thanks!

1. What were the most significant things you learned from the team?

2. What aspects of the presentation might be helpful to you in your overall education?

3. Did the presentation help you to think in different terms about the world? In what ways? Please be as specific as possible.

(over)

I. Student No.	Major	Minor	GPA	Ethnic.	Mos. Live abroad	Times Travel abroad	Level
1. 900-2006	PS			Hsp	no		Jr
2. 881-6744	PS	BusAd	3.3	Cauc	no	0	Sr
3. 820-4065	PS		3.0	Cauc	no		Soph
4.	PS		3.0	Cauc	no		Jr
5. 881-7168	CpSci		3.6	Cauc	no	0	Sr
6. 791-1410	CrimAd		2.5?	Blk			Sr
7. 890-2647	Fin		3.5	Cauc	12	8+	Sr
8. 900-0438	Fin	Music		Cauc	3	2	Jr
9. 861-0935	Comm		2.0+	MexFilip			Sr
10. 891-1042	Comm-J	PS	3.3	Cauc		1	Jr
11. 890-0220	PS			Hsp	yes	8+	Sr
12.	Bus		3.03	Cauc	no	2	Jr
13. 861-0517	PS		2.6	Cauc		1	Jr
14. 891-1731	Fin		3.2	Cauc	no	0	Jr
15. 900-3823	Comm-J		3.75	Cauc	no	3	Jr
16. 861-6042	Mgmt		2.89		18 Y	8+	Sr
17.	Comm	PS	3.0	Cauc	no		Sr
18. 880-7970	Hist Int'l	Pol	3.4	Cauc	0	2	Jr
19. 881-6391	El Engrg		2.6	Hsp	no	0	Fr
20. 870-4126	PS/Comm	Grm	2.82	Cauc	0	8+	Jr
21. 850-5028	PS		2.77	Cauc	no		Sr

1. a. What were the most significant things you learned from the team?

1. The different views that the team had. How they viewed the same topics but individually.
2. Different int'l/regional aspects of our problems.
3. There are many points of view related to solving world problems.
4. Expert analysis on different areas of world very enlightening.
5. The different views of what caused poverty in their countries was very significant.
6. It wasn't a matter of learning, the team reinforced; perhaps redefined my present knowledge.
7. Religious and cultural impacts on views of development.
8. The idea that Africa has not had the chance to develop into an industrialized nation because of interference from other nations, i.e., slavery and Europe's takeover of African resources.
9. How tradition plays a major role in government of the Third World countries. the people are still tied to the old ways, yet are open to accept some new ideas.
10. I learned a lot about Buddhism.
11. New information and awareness.
12. Reasons for slowed development in African and South Asian nation
13. That the world is smaller than it looks and that people are basically the same.
14. It was good to learn that there are a few capitalists left in the world today! I learned that Africa has 1/3 of the world's states and 2/3 of the world's poorest. Buddhism, I don't know much about it--glad

to learn a bit.

15. I was made aware of how capitalism affects the 3rd World on a personal basis. Problems still exist in underdeveloped and newly developing countries that capitalism may be perpetuating and/or exploiting which shouldn't be happening.

16. Their knowledge about different economic effects on the third world countries. They see it from a different point of view than the people who are, or who have lived most of their life in the US.

17. The presentation on Sri Lanka was informative. The graph from the WHO was interesting.

18. I knew most of it already. But it was a good refresher course. The use of instructors with local ties to particular areas gives a different view instead of the "western" perspective.

19. Problems other countries faced & possible solutions.

20. That education is the single most important factor so that countries can advance themselves.

21. I learned the economics instead of just the politics about the third world countries.

2. b. What aspects of the presentation might be helpful to you in your overall education?

1. Learning to see things from different angles, not just taking one view.

2. I'd like to get involved with international trade and this helps w/ regional studies

3. To keep an open mind.

4. Individual input.

5. That the world interrelationship must be more amicable for all of the populations to survive, as well as educational emphasis.

8. The information given about the importance of education abroad. It is encouraging to see the impacts of education, but alarming to see Americans dropping out of school.

9. Gave me more insight into the ideologies and traditions of some cultures not really known to me. Cultural aspects were helpful in understanding.

12. The point of view from people who lived in the area they were talking about.

13. Just learning about the general problems of different countries in the world can help people be educated about them and perhaps help to solve them.

14. Certainly to hear viewpoints that are new and different from my own broadens my scope. I'm really glad to get some information on Buddhism.

15. Understanding the state of 3rd World countries and their reaction to the 1st World through consumerism of which I am a part of (sic).

16. It made me understand that there is a human side to economics and by helping other third world countries and by not taking advantage of them we can make the world a better place.

17. I'm not sure what this means. But, it was very helpful to have 2 experts--who actually lived in 3rd world countries offer their perspective instead of a prof who has lived in the US most of his/her life and gets education from books instead of experience.

18. It gave me a more in-depth overview of a few specific areas.

19. Hearing about problems facing countries from people who are

actually from those countries.

20. It was most helpful to learn that each country cannot be molded into what the United States or any country wants it to be, rather it must develop on its own w/ assistance only when asked for.

21. Jim Dietz's presentation helped me with my research paper dealing with the underdevelopment of Central America.

3. a. Did the presentation help you to think in different terms about the world? In what ways? Please be as specific as possible.

1. Yes. I think these presentations have helped me see that we're not the only country in the world. That we share this planet with billions of other people that we must get along with.

2. Compare/contrast different regions.

3. It gave me a point of view different from that of the class.

4. Yes-enlightened my world views.

5. Hearing different views always opens up someone to think in different terms. The different ideas posed by the lecturers helped explain problems and started me thinking about solutions to poverty.

6. Not really. It made me more aware of the world diversification and flexibility.

7. Yes. It was very interesting to hear the views on Third World development from individuals who were actually natives of Third World countries. Their views were quite a bit different from what I had read in the assigned class textbook written by someone not from the Third World.

8. Yes. A Question was asked by a student: the answer revealed that taxes were 70% in Sri Lanka! Lately I have been considering the tax rates of different countries; the US appears to be the best place to live and get ahead as its tax structure encourages competition. Other countries do not encourage competition at all.

9. No. I think a lot more reps. would have been needed for me to think a little more different about the "world." The more reps, the more information available to understand different aspects/cultures.

11. Awareness that we have a bigger problem than we thought!

12. Yes. You have to look at each part of the world independently with respect to history and culture.

13. Yes. It made me aware of problems as well as developments that are currently going on in the world.

14. No. I am very set in my thinking, although I wouldn't say close-minded. Your presentation gave me food for thought and presented my view with obstacles that I must mull over and come to terms with.

15. I was enlightened as to how other cultures look at the world and their own lives (most of us are already aware of political and economic problems and care about finding a solution to oppression).

16. Yes, for example I used to blame the economic problems in the third world on the US government, but now it can be blamed on the third world internal government and the American and other foreign investors in the third world.

17. Yes. In addition to political systems in use by each nation-state, religion, ethnicity and even language can be barriers to developing a nation into a tech. age. As noted in the Sri Lankan speech, & even the African presentation, not everyone has the same drive for possession that we seem to have here in Western civ.

18. Only in the fact that the speakers gave a "non-Western"

perspective which was refreshing.

19. Yes, it helped me to understand crisis situations Africa and Sri Lanka are facing by stating facts & developments.

20. Yes it did. It showed me that democracy may not be in the best way for each country, rather the leadership needs to meet the needs of the people.

21. Yes, the fact that Colonialism is not the major blame in third world underdevelopment.

4. What topics would you have wanted to hear more about?

1. The environment; the U.N.
2. Conservative vs liberal; compare religious beliefs; compare culture
3. Just more on world problems
5. African development
6. Enhancing education worldwide; technological/developmental process
7. Environmental issues
8. Problems with crime
9. The people's characteristics
11. Agriculture, land use other than for agriculture, construction or forest, meat industry
13. Culture and social aspects
14. More on the cultural/state conflict in Africa. More detail on central and south American states, or maybe take an example state and center on it.
15. Third World countries and attitudes.
16. World hunger and its effects on world economy; USA and USSR economic and trade possibilities; AIDS is a universal and economic disease.
17. Sri Lankan language: I wanted to know if communication is hampered like it is in India due to various languages.
18. Latin America, Asia, Polynesia.
19. Solutions-recent progress being made. Leaders and current political figures.
20. Solutions to solving third world problems; what the year 2000 looks like for Third World countries; if the EEC will have an impact on the Third World.
21. Economics, mode of production.

5. Can you suggest any other classes where a broad comparative and contrastive approach of this type would be helpful?

2. All Poli Sci; History classes
3. All pol science classes
6. Not at the present time
7. Economics, Finance
8. Music
13. Economics, History
15. Comm 428-Communication and Social Change; Sociology; Intercultural Communication
18. Any poli sci/economics class
20. History, Foreign Language, other Poli Sci classes, Communications, Sociology
21. Latin American government and politics

6. How could the presentation be changed to improve its usefulness?

1. A more visual presentation would have helped. Films, pictures...
3. Make it longer.
4. Longer
6. The time frame needs to be expanded and more in-depth topics
7. The presentations could be longer than 15 min. per presenter
10. I would have liked to hear more of the speakers own opinions/ observations
11. Presentation could be improved if visual aids were used. Allow more time for topic discussion and not just for information input
12. Same time for speakers (presentations); more time for questions
13. More representatives
14. Very good. Too bad we didn't have more time for question. An hour or more of interactive discussion would have been excellent.
15. Describe the lifestyle most people in 3rd World countries in which they live. as a result of capitalism (sic).
16. More in-depth look, members of the team have only scratched the surface, and by the time they started on the main point, they were out of time and had to give the other speakers a chance to speak.
17. Allow more time for each.
18. Give each speaker more time: perhaps a seminar. Also, a Latin American expert could be added and provide information about south and central America, plus "the 4 tigers."
19. Allow speakers more time each.
20. A suggestion: Perhaps the discussion would have been livelier had it been arranged debate style.

7. Please rank the team's visit on a scale of 1-10 (highest)

1.	8	8.	6	15.	10
2.	9	9.	7	16.	7
3.	8	10.	9	17.	7
4.	6	11.	7	18.	
5.	8	12.	9	19.	8
6.	8	13.	7	20.	9
7.	8	14.	7	21.	10

8. Please make any other comments you wish about the presentation.

1. Enjoyed the team's visit and got a lot of information out of them
3. Enjoyed the different points of view and the discussion.
8. There was not enough time for a 3 person team lecture.
14. I enjoyed it guys. You expressed your views very well. Thanks.
15. Having guest speakers from 3rd World countries talk about them is more effective than having Americans talk about them.
16. I feel that the presenters should not allow any questions until they are completely done with the presentation.
18. The presentation was excellent. It was informative and entertained (?) and should be expanded.
19. Presentation was very effective, wish I could have heard more. Very interesting!
20. It was wonderful to listen to such a variety of speakers, who knew so much about the Third World.

Quantitative Student Rating of Presentations -- Year III

Students were asked to rate the presentation on a scale of 1-10, with 10 the highest. Not all hosts cooperated, and questionnaires were not received from all students in those classes polled. Available results are as follows:

<u>Class</u>	<u>N</u>	<u>Mean Rating</u>	<u>Median</u>
Marketing 351	35	7.57	8
Management 339	26	6.38	7
Anthropology 504	4	7.50	7.5
FLL German 325	18	5.06	5
FLL Japanese 311	13	7.69	8
FLL Spanish 310	16	8.25	8
Philosophy 312	11	6.45	7
Philosophy 314	12	7.42	7.5
Political Sci. 350	20	7.90	8
Sociology 436 (A)	29	7.07	8
Sociology 436 (B)	26	7.08	7

Of the total 208 replies received, the responses were as follows:

Rating	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Number	1	6	7	5	10	23	57	56	28	15
Percent	-	3	3	2	5	11	27	27	13	7

The overall mean rating of these responses covering 11 classes was 7.1. This indicates a relatively high rate of satisfaction with the presentations.